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AUTHOR	Johnson, James L.
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ABSTRACT

The guide is one of a series of 10 units composing an orientation to the world of work course designed especially for disadvantaged and handicapped students in the ninth and tenth grades. It is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics treated in the course are (1) job opportunities in the community, (2) information about jobs in the community, and (3) preparation for the job. Objectives of the course include the analysis of employment situations, as well as education, abilities, and experience in terms of job requirements and employer expectations. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of aduiovisual aids. The final section offers student materials which include a variety of supportive classroom materials. (MW)

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LEARNING ABOUT JOB CLUSTERS

ORIENTATION TO THE WORLD OF WORK SERIES

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ORIENTATION TO THE WORLD OF WORK UNIT

LEARNING ABOUT JOB CLUSTERS

Written by

James L. Johnson
Bardstown High School

Assisted by

Mavis Sparks Lila Rankin
Curriculum Specialists for Disadvantaged and Handicapped
Pat Schrader, Editor Gladys Owens, Artist
Curriculum Development Center
University of Kentucky
Lexington, Kentucky 40506

Consultants

Bernard Minnis Donnalie Stratton
Ken Noah Bernard Bunch
Bureau of Vocational Education
Special Vocational Functions Unit
State Department of Education
Frankfort, Kentucky 40601

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Introduction

This unit, "Learning About Job Clusters," is one of the series of the "Orientation to the World of Work" units designed for special vocational education teachers and other vocational education teachers who have disadvantaged and handicapped students in their classes. There are nine other units in the series:

Occupational Safety
How to Keep a Job
Personal Development
Introduction to the World of Work
Role of Work in Our Society
Self-Appraisal For Employment
Getting a Job
Taxes Affecting the Worker
Handling Your Paycheck

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UNIT: LEARNING ABOUT JOB CLUSTERS

I. Rationale

Most disadvantaged/handicapped young people who work are employed within twenty-five miles of their homes. Often, family financial conditions have forced them to terminate formal schooling early and compete in the world of work without first exploring local employment possibilities or evaluating them in terms of their interests and abilities. The results are both underemployment and job dissatisfaction.

For these reasons, disadvantaged/handicapped students should learn how to investigate and appraise jobs in their community early in their high school experience. It is the purpose of this unit, therefore, to provide a basis for investigating employment possibilities in the community where the student lives.

A view of the different clusters of occupations in the world of work is presented to increase the student's awareness of what is available around them. The types of jobs explored and the places of employment visited will, naturally, depend upon the accessibility of job opportunities, as well as upon the socio-economic conditions of the community.

II. Subject Matter Outline

A. Job Opportunities in Our Community
   1. Occupational Fields
   2. Leads to Job Opportunities

B. Information About Jobs in Our Community
   1. Name of Occupation
   2. Duties and/or Requirements
   3. Working Conditions
   4. Advancement

C. Preparation for the Job
   1. Educational Need
   2. Specific Abilities
   3. Other Experience in the World of Work
   4. Employer-Employee Expectations

III. Unit Objectives

The student will

1. Determine employment possibilities within his community.
2. Analyze employment situations within his community.
3. Analyze education, abilities, and experience in terms of job requirements and employer expectations.

IV. Interest Approach

The following methods may be used to introduce the unit, develop a desire to find out more about the various occupations in the world of work, provide background information needed to pursue the learning activities in the unit, and create an awareness of local opportunities:

1. View Film No. 4, "The World of Work," to provide an overview of the various clusters of occupations in a language and tempo which appeals to teenagers.

or

2. View selections from one of the following filmstrip series:
   --No. 7. "Job Opportunities for Inner City Youths"
   --No. 17. "The World of Work: Vocational Opportunities"
   --No. 3. "Career Opportunities"
   --No. 4. "Foundations for Occupational Planning"

3. Create displays around the room which show the various types of workers in the community. Selections may be made from the posters and display materials listed below; or brochures, newspaper pictures, and snapshots of local industries, farms, and other places of employment may be used.
   --Posters No. 1. Community Helpers Picture Story Study Print Series
   --Posters No. 2. Community Workers Flannel Board Set
   --Posters No. 3. Community Workers and Helpers Poster Cards
   --Statuette (wooden people) Kit No. 1. Community Workers
   --Statuette Kit No. 2. Transportation People
   --Other:
   a. Relief maps showing local industries (Chamber of Commerce)
   b. Salt maps of community showing places of employment prepared by teacher and students
   c. Large map of Kentucky or local area, showing location of major industries and natural resources
   d. Children's toys (play people, etc.) which illustrate people at work, such as the Fischer-Price "Village," "Farm," "Airport," etc.
   e. Products and services produced in the local area.

4. Invite a manager, personnel director, or foreman associated with the local area's largest employer to talk about "Jobs with My Company."

5. View selected television programs (ETV and regular) which describe occupations, although elementary and designed for pre-school children. Students might find it both fun and informative to watch "Captain Kangaroo" to view his "It Could be You" films.

MAJOR CONCEPT: A. Job Opportunities In Our Community

SUPPORTING CONCEPTS:

1. Occupational Fields
2. Leads to Job Opportunities

PERFORMANCE OBJECTIVES: The student will

1. List and describe five or more occupational fields available in his community.
2. Identify methods for locating job leads available in our community.

A. JOB OPPORTUNITIES IN OUR COMMUNITY 1. OCCUPATIONAL FIELDS

TEACHING-LEARNING-EVALUATION STATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Note to Teacher: The first three strategies listed below are to increase students' knowledge and observation alertness about what people do and why in preparation for the field trip into the local community which follows.		
Read encyclopedia and geography text articles on Kentucky (and also on bordering states, if appropriate for your geographic location), particularly the sections dealing with the state's economy. Review the product maps. Make a list of the major products produced by the state. Also, list the major means of employment. Locate the area where you live. Name the products produced there and the types of work done.	Same. Note to Teacher: You may need to use "over-the-shoulder" teaching, putting the encyclopedia information into simpler words, while discussing the product maps and tables shown. Those in the encyclopedias listed are easy to understand.	Books: No. 12. The World Book Encyclopedia, Vol. 11, "Kentucky" No. 1. Compton's Encyclopedia Fact Index, Vol. 12, "Kentucky" No. 3. Encyclopedia Britannica Junior, Vol. 9, "Kentucky" No. 4. Geography of Kentucky, Chs. 7 and following dealing with occupations, resources, and industry

A. JOB OPPORTUNITIES IN OUR COMMUNITY: 1. OCCUPATIONAL FIELDS (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View a handout and/or transparency of a map or table which shows the state's major industries and/or natural resources. Make note of the location of your area and the industries and natural resources it contains. Relate this to local employment opportunities. Note to Teacher: A wall map of the state or local area may be substituted for the transparency. Use captions, string or ribbon, and map pins or thumb tacks to flag important locations. This may also be used for a permanent room display throughout the unit. This exercise may also serve to summarize the information gleaned from the encyclopedias. or Display the wall-size product map of Kentucky. You may wish to draw attention to items produced in your area which are not shown on this map. Using the map of Kentucky showing the counties, 1. Locate and color in your county or surrounding counties. 2. List the items produced in your county or immediate surrounding area and devise a symbol to represent each. 3. Make a product key or legend to your map.		Student Materials: "Product Map of Kentucky (8 1/2" x 11")," p. 40 "Product Map of Kentucky (Wall Size)," pp. 41-46 "Kentucky (County Map)," p. 47 Teacher Information Sheet: "Using the Product Map Exercises," p. 39

A. JOB OPPORTUNITIES IN OUR COMMUNITY: 1. OCCUPATIONAL FIELDS (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Review job clusters. Ask teacher to define any unfamiliar terms used on the handout sheet.		Student Materials: "All the Jobs in the World," p. 49 Local businesses
Field Trip: Visit points of interest, both vocational and non-vocational in local community where student might some day look for jobs. Note to Teacher: Field trips build a general interest in job opportunities within the community. Point out job clusters.	Locate on map of local area places to be visited.	
Compile a list of the places visited. Rank according to interest.	Give reasons why you preferred one place to another.	
Name the job clusters you observed. Select one business establishment, museum, factory or other business, and design an ad which illustrates your preference for future field trips. Note to Teacher: Conduct a contest on ads. Determine class winners. The entries may be judged on such factors as the following: --Artistic --Depicts realism of jobs available in the community	Same.	
Visit the "winners" of the contest.	Note to Teacher: Give awards to winners and take more extensive tour of winning places.	

A. JOB OPPORTUNITIES IN OUR COMMUNITY: 1. OCCUPATIONAL FIELDS (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Discuss facts relating to job opportunities in public service, business and office, health occupations, and city and county government. Note to Teacher: In the discussion of field trip, the occupational cluster should be identified for the student and job opportunities related to proper occupational cluster.	Same. Note to Teacher: List names of jobs under appropriate clusters for students.	Economic Security
Construct a mural or a scale model of the community. Note to Teacher: Form the structures on the model so that job opportunities can be shown (i.e., have bottom of structures form a trap door in which opportunities are listed, or paste list to front door or roof).	Same.	Involve teachers of --Social Studies --Art --Industrial Arts
Compose a questionnaire to send to local businesses and community offices on job opportunities in local community. Compile results.	Same.	Student Material: "Questionnaire," p. 48 Yellow pages of phone book for names and addresses
Evaluation: Refer to the list of job clusters. 1. List the job clusters found in your community 2. Name two jobs in each. 3. List a place or places in your community where you can find this kind of work. 4. Tell what products or services the place of employment produces.	Same.	Student Material: "All the Jobs in the World," p. 49 "Evaluation Form--Jobs in My Community," p. 50

A. JOB OPPORTUNITIES IN OUR COMMUNITY: 2. LEADS TO JOB OPPORTUNITIES

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Note to Teacher: Review the strategies given for "Major Concept B: Finding Job Openings," pp. 16-19 of the Getting a Job Unit before planning to teach this section on "Leads About Job Opportunities."		
Interview local persons concerned with programs which announce work opportunities in the community.	Same, except take a list of questions previously compiled.	Local radio and/or TV station
Report findings to class. Listen to radio and/or TV announcements of employment possibilities.	Same.	
Complete Learning Packet on Information About Jobs. Note to Teacher: Students will need access to the filmstrip "What Is Your Future in the Changing World of Work" in order to complete this packet.		Learning Packet. No. 5. "Information About Jobs," pp. 93-99 Filmstrip: No. 15. "What Is Your Future in the Changing World of Work"
Note to Teacher: Familiarize students with probable locations of "Help Wanted" posters in the business district of the community.	Field Trip: Visit a business district to locate business and "Help Wanted" posters.	
Compose and display a "Help Wanted" poster.	Same.	Poster paper, magic markers
Locate "Help Wanted" section in newspaper.	Same.	Local newspaper want ads

A. JOB OPPORTUNITIES IN OUR COMMUNITY: 2. LEADS TO JOB OPPORTUNITIES (CONTINED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Read silently or orally "Help Wanted" section of local newspaper. Locate local employment agency and discuss other employment organizations such as a church-sponsored agency. Evaluation: List six ways to locate job openings in your community.	Listen to "Help Wanted" section read by teacher or taped. Use "yellow pages" to locate employment agencies.	

MAJOR CONCEPT: B. Information About Jobs In Our Community

SUPPORTING CONCEPTS:

1. Name of Occupation
2. Duties and/or Requirements
3. Working Conditions
4. Advancement

PERFORMANCE OBJECTIVES: The student will

1. Name jobs, using job descriptions.
2. Distinguish job duties from requirements.
3. List and describe four factors related to working conditions.
4. Identify organizational efforts to improve working conditions.

B. INFORMATION ABOUT JOBS IN OUR COMMUNITY: 1. NAME OF OCCUPATION

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Research want ads in local newspapers and discuss to become familiar with names of jobs available locally.	Same.	Local newspapers/magazines
View a filmstrip which describes jobs, job families, and the world of work.	Same, except discuss prior to filmstrip, "What You Would Like To Be Doing 3 Years From Now."	Filmstrip: No. 15. "What Is Your Future in the Changing World of Work" No. 4. "Foundations for Occupational Planning"--"What Are Job Families"
View transparency of the 15 job clusters and review definitions for any unfamiliar words used to identify the clusters. Identify job clusters not found in the local area. Determine where one can go to find this kind of work.		

B. INFORMATION ABOUT JOBS IN OUR COMMUNITY: 1. NAME OF OCCUPATION

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Give examples of several familiar jobs and indicate how they fit in the clusters. Note to Teacher: Stress the fact that related jobs fall within each of the 15 clusters.	View flip charts depicting jobs within 5 clusters.	Student Material: "You," p. 51 Teacher-made flip charts Learning Packet: No. 1. "Name of Occupations," pp. 54-64
Complete Learning Packet 1. Omit the evaluation exercise for now.		
Make a bulletin board on job clusters which identify students' interests. Note to Teacher: After students have been acquainted with the clusters and some jobs that fall under each, have them fill in the names of jobs on 5 x 3 cards and place cards under appropriate clusters.	Same. Note to Teacher. Include picture of each student with yarn of varying colors leading to that student's interest.	
Evaluation: Complete the evaluation exercise given in Learning Packet 1, "Name of Occupations."	Same.	Learning Packet: No. 1. "Name of Occupations," pp. 54-64

B. INFORMATION ABOUT JOBS IN OUR COMMUNITY: 2. DUTIES AND/OR REQUIREMENTS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Work through the packet on "Job Duties."	Same.	Learning Packet: No. 2. "Job Duties," pp. 65-75
Make an oral or written report as to the duties of a specific job. Pursue your individual interests using as references; books, tapes, filmstrips, and other materials. Note to Teacher: Omit filmstrip if used in interest approach.	Same, except selected readings should be read aloud from the book.	Student Material: "Suggested Bulletin Board Idea," p. 52 Books: No. 11. Work For Everyone. No. 14. Your Life in a Big City Ch. 13. "What People Who Work Do" No. 13. Your Job and Your Future, Books I and II No. 5. Getting a Job. Ch. 2. Jobs You Could Get No. 10. What Job for Me Series Tapes: No. 2. Interview Tapes (series of 50 on different job titles) Filmstrip: No. 17. "The World of Work: Vocational Opportunities"
Study want ads to discover the various types of requirements for jobs. Discuss requirements and duties.	Same.	Local and state newspapers

B. INFORMATION ABOUT JOBS IN OUR COMMUNITY: 2. DUTIES AND/OR REQUIREMENTS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Work through the learning packet, "Job Requirements." Note to Teacher: The student must have access to viewing the filmstrip, "What Is a Job," in order to complete this packet.	Same.	Learning Packet: No. 3. "Job Requirements," pp. 76-84 Filmstrip: No. 4. "Foundations for Occupational Planning--What Is a Job?"
Use SRA or another kit and select several jobs. Outline job requirements for each job you select.	Same.	Multi-Media Kits: No. 2. "Occupational Exploration Kit" No. 3. "Semi-Skilled Careers Kit" No. 1. "Career Exploratory Kit"
View and discuss a filmstrip or listen to tapes which describe job classification based on individual interest and ability.	Same.	Filmstrips: No. 6. "Jobs and Gender" No. 16. "World of Work, Sets I, II" No. 2. "Are You Looking Ahead?" Tapes: No. 1. "Exploring the World of Work"
Discuss a topic such as "How Our Health Shows Us What Jobs We Can Do."	Same.	Transparencies: No. 1. "Succeeding at Work Series" Subset 6. "Keeping Healthy at Work" Filmstrip: No. 1. "The ABC's of Getting and Keeping a Job" --"Health Rules to Follow"
Evaluation: Tell the difference between job duties and job requirement. Give an example of each.	Same.	

B. INFORMATION ABOUT JOBS IN OUR COMMUNITY: 3. WORKING CONDITIONS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View a filmstrip or film loops, or listen to tapes which describe the types of surroundings under which some people work.	Same.	Filmstrip: No. 11. "Vocational Decisions: The World of Work" Films (8mm film loops): No. 1. "Job Opportunities" Tapes: No. 2. "Interview"
Make a list of working conditions. Note to Teacher: List should include some of the following: --lighting --ventilation --hours --breaks in work day --safe equipment indoors and outdoors; dangers or hazards associated with jobs --comfort on the job --noise --heat --refrigerated rooms --high places (working in) --working or moving machinery --effects of weather on outside jobs	Same, except ask parents to discuss working conditions. Make a list.	Books: No. 8. Occupational Outlook Handbook No. 2. Dictionary of Occupational Titles (T)
Field trip: Visit a local industry and observe the working conditions. and	Same.	Local factory or industry

B. INFORMATION ABOUT JOBS IN OUR COMMUNITY: 3. WORKING CONDITIONS (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Circular response on working conditions at a local factory. Note to Teacher: Stress the fact that not all jobs have good working conditions, such as proper ventilation and good lighting or	Same.	
Describe or visit places of employment in the community. Observe for proper working conditions, i.e. good lighting for industrial sewing, business and office occupations; proper ventilation where fumes may be a problem.	Same, except list some working conditions described or visited. Note to Teacher: A person who may relate to an employment situation where poor working conditions were found may be helpful.	Local businesses or factory
View a filmstrip which shows how individual interests and hobbies have different meanings for different people.	Same.	Filmstrip: No. 12. "What Do You Like to Do?"
Analyze working conditions as they relate to individual student interest.	Same.	
Discuss the working conditions of various jobs which interest you.	Same.	
List alternative and related jobs within that same field. Note to Teacher: Contribute reasons why some people may not be able to get the type of job they want. Give examples from your own experience or people you know.		

B. INFORMATION ABOUT JOBS IN OUR COMMUNITY: 3. WORKING CONDITIONS (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Resource person: Invite a person to discuss what workers can do to improve their surroundings at these places.	Same, except directed questions should be prepared prior to resource person.	
Summary and Evaluation: Work through a learning packet which describes how organizations have helped workers. Note to Teacher: The student needs access to the tape "Company Rules and Customs" from the multi-media kit World of Work: section "On the Job"	Same.	Learning Packet: No. 4. "Working Conditions," pp. 85-92 Multi-Media Kit: No. 4. "World of Work: --"On the Job"

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Brainstorm: Methods by which pay schedules are determined.	Same.	
Make list of ways people are paid on chalkboard. Note to Teacher: Through the above discussion, allow students to contribute to the list and write on the chalkboard. The list should include some of the following: --by the hour --straight time --piece work --commission pay Give examples of workers who are paid in these ways.	Same. Refer also to unit Handling Your Paycheck.	
Interview parents or someone you know and ask them how they are paid, and report to class.	Same.	Suggested Resource Persons: --factory worker --saleslady --supervisor
Define advancement. Note to Teacher: Refer to unit "How to Keep a Job" ("Orientation to the World of Work Series") for additional references on this topic.	Same, except discuss definition.	Dictionary
Discuss promotions or advancement within a company.	Same. Note to Teacher: For each promotion (ex. a busboy to a waiter) a gift may be suggested.	

B. INFORMATION ABOUT JOBS IN OUR COMMUNITY: 4. ADVANCEMENT (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Rap Session: List ways workers advance to a better job in the company: --special training for new jobs --how well you work--accomplishment --ability to produce/perform --ability to solve problem (think) --knowledge of jobs --cooperation --perseverance --initiative --seniority	Same.	
Define terms as: --cooperation --perseverance --initiative --seniority	Same. Use in sentences.	Dictionary
Print on cards all the ways that you have found that workers can get better jobs, and place cards on bulletin board under heading "Ways Workers Can Get Better Jobs." Refer to the learning packet "Information About Jobs."	Same.	Learning Packet: No. 5. "Information About Jobs," pp. 93-99
Form committee to read and report to class on "Progress on the Job."	Listen to reading.	Book: No. 9. Succeeding in the World of Work

MAJOR CONCEPTS: C. Preparation for the Job

SUPPORTING CONCEPTS:

1. Education Needed
2. Specific Abilities
3. Other Experience in the World of Work
4. Employer-Employee Expectations

PERFORMANCE OBJECTIVES: The student will

1. Analyze selected academic subjects in relation to employment.
2. Select specific training opportunities available for a particular job.
3. Evaluate previous experience in preparation for new job.
4. Display an understanding of feasible employer-employee expectations in relation to job preparation.

C. PREPARATION FOR THE JOB: 1. EDUCATION NEEDED

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Field trip: Visit a local business to observe: --file clerks --room clerks --correspondence clerks Write what you saw in relation to what these people know in order to do their jobs, i.e., a file clerk must know the alphabet in order to do her job well. Discuss educational requirements for various jobs and why these requirements are essential.	Same, except state orally.	Suggested Places to Visit: --Local Court House --Board of Education --Hotel or Motel --School Office --County Clerk's Office Books: No. 6. Handbook of Job Facts No. 8. Occupational Outlook Handbook

C. PREPARATION FOR THE JOB 1. EDUCATION NEEDED (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Recall information gleaned from films, filmstrips, and other materials used previously.		Multi-Media Kit: No. 3. "Semi-Skilled Careers Kit" No. 1. "Career Exploratory Kit" Tape: No. 2. "Interview"
Work through the learning packet which describes educational skills such as reading and math required for a job. Note to Teacher: The student must have access to the filmstrip,"Stocker in a Supermarket," in order to complete the packet.	Same.	Learning Packet: No. 7. "Education Needed For a Job," pp. 110-116 Filmstrip: No. 8. "Occupational Education" --Stocker in a Supermarket
View filmstrip which emphasizes the importance of doing well in school for success in later life. Discuss education and job success relationship.	Same.	Filmstrip: No. 14. "What Good is School"
View and discuss a filmstrip which describes the bleak future of dropouts.	Same.	Filmstrip: No. 5. "Four Who Quit"
View and discuss a film which stresses schooling, training and a trade as an investment in one's self.	Same.	Film: No. 1. "I Never Went Back" No. 3. "When I'm Old Enough Goodbye"

C. PREPARATION FOR THE JOB: 1. EDUCATION NEEDED (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Resource person: Invite a qualified person to discuss why some people do not end up with the type of job or career they want. Ask him to give alternative jobs they could have obtained. Some of the reasons could be: 1. Educational requirements are too difficult for student. 2. There is a lack of sufficient funds for training. 3. Job area may be full. 4. Personal circumstances may alter future.	Same.	Suggested resource person: School guidance counselor
Summary and Evaluation: Work through learning packet which describes both skilled and unskilled jobs within a community.	Same, except listen to a tape of the unit.	Learning Packet: No. 6. "Jobs Skilled and Unskilled," pp. 100-109

C. PREPARATION FOR THE JOB: 2. SPECIFIC ABILITIES

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Field trip: Visit a vocational school. Discuss subjects taught in relation to individual interest	Same.	Area Vocational School
Work in learning packet which analyzes skills common to many jobs. Note to Teacher: The students will need to view the film, "It's Your Future," while completing this packet. Also needed are classroom quantities of the exercise "Checklist of Basic Skills Common to Many Jobs" from the Teacher's Guide, Occupational Notebook Program.	Same.	Books: No. 7. Occupational Notebook Program (Teacher's Guide) Learning Packet: No. 8. "Specific Abilities," pp. 117-123 Film: No. 2. "It's Your Future"
View a film on apprenticeship training.	Same.	Film: No. 2. "It's Your Future"
List basic skills common to many jobs one may obtain.	Same.	Book: No. 7. Occupational Notebook
Resource person: Listen to an experienced person talk about specific abilities that are needed to work in various jobs in his establishment. Note to Teacher: Role play situation, one student as employer and one being interviewed, with the above discussion and his recommendation for specific skills as a basis.	Same.	Suggested Resource Person: Local motel operator

C. PREPARATION FOR THE JOB: 2. SPECIFIC ABILITIES

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View a filmstrip which presents both technical and personal aptitudes needed for success.	Same.	Filmstrip: No. 9. "Skills That Pay Off"
Summary: Construct a bulletin board entitled, "Touch All Bases."	Move players around bases as each base is discussed.	Learning Packet: No. 8. "Specific Abilities," pp. 117-123 Student Material: "Bulletin Board," p. 53

C. PREPARATION FOR THE JOB: 3. OTHER EXPERIENCE IN THE WORLD OF WORK

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Note to Teacher: Use SRA Occupational Exploration Kit to show how previous experience helps a worker to do a better job.	Same.	Multi-Media Kit: No. 2. "Occupational Exploration Kit"
Resource person: Listen to a trained person discuss the value of experience in hiring new personnel.	Same.	Suggested Resource Person: School administrator Head maintenance man
Work through learning packet on the value of previous experience and evaluate --How previous experience helps a worker do a better job. --The value of experience in hiring new personnel. Note to Teacher: The students will need the "Life Career" game in order to complete activity 4 in this packet.	Listen to tape of unit.	Learning Packet: No. 9. "Previous Experience," pp. 124-129 Games: No. 1. "Life Career"
Divide into groups and follow a job skill through a series of jobs to indicate how training in a skill can lead one to a new, and possibly a better job.	Same.	
Work through the learning packet which describes an educational work program.	Same, except listen to tape while using packet.	Learning Packet: No. 10. "Part-time Workers," pp. 130-137
Evaluation: Tell how previous work experience can help one on a new job.		

C. PREPARATION FOR THE JOB: 4. EXPLOYER EMPLOYEE EXPECTATIONS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Work through the packet which describes what your employer may expect. Note to Teacher: Obtain from local community a recording of three cooperating employers with each stating some of his requirements for employment, including education, experience, physical skills, etc. The student will need this tape to complete activities 3 and 4 in the learning packet. The students will also need the filmstrip and cassette on "Hazing."	Same.	Learning Packet: No. 11. "Employer-Employee," pp. 138-150 Teacher-made tapes Filmstrip: No. 10. "Trouble at Work Series" --Hazing"
Listen to the tapes of the three employers and list requirements each employer has for anyone who may wish to work for him.	Same.	Teacher-made tapes of employers
Group discussion: How are the qualities listed in the packet related to the tapes of local employers?	Same.	
Work in learning packet which determines what the worker may expect from the employer.	Listen to tape while working through the packet.	Learning Packet: No. 12. "Employee-Employer," pp. 151-158
Evaluation: List three things an employer has a right to expect from a worker. List three things a worker has a right to expect of his employer.		

BOOKS, BULLETINS AND OTHER PRINTED MATERIAL	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COS
1. Compton's Encyclopedia and Fact-Index, Vol. 12		R.E. Compton Company 425 North Michigan Ave. Chicago, Ill. 60611	1973	Check your school library.
2. Dictionary of Occupational Titles	Department of Labor	U.S. Government Printing Office Washington, D.C.	1965	$9.40
3. Encyclopedia Britannica Junior, Vol. 9		Encyclopedia Britannica Education Corp. 425 North Michigan Ave. Chicago, Ill. 60611	1972	Check your school library.
4. Geography of Kentucky	Joseph R. Schwendeman	Harlen Publishing Co. Oklahoma City, Oklahoma	1967	Adopted text for 7th grade
5. Getting a Job	Florence Randall	Fearon Publishers 6 Davis Drive Belmont, Calif. 94002	1968	$2.50; free loan, Resource Center for SVE Teachers
6. Handbook of Job Facts	Norma Theimann	Science Research Ass. 259 East Erie Street Chicago, Ill. 60611	1968	$7.47
7. Occupational Notebook Program (Teacher's Guide)	Iva Dean Cook	Research Press Co. CFS P.O. Box 3177 Champaign, Ill. 61820	1972	Free loan, Resource Center for SVE Teachers, 151 Taylor Ed. University of Ky. Lexington, Ky. 40506
8. Occupational Outlook Handbook	U.S. Dept. of Labor	U.S. Government Printing Office Washington, D.C. 20402	1972-73	Free loan, Resource Center for SVE Teachers (above address)

BOOKS, BULLETINS AND OTHER PRINTED MATERIAL	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
9. Succeeding in the World of Work	Kimbree & Vineyard	McKnight & McKnight Publishing Company Bloomington, Ill.		Free loan, Resource Center for SVE Teachers
10. What Job for Me Series (Set of 18 Paperbacks)		Webster Division McGraw Hill Book Co.		$18.95; free loan, Resource Center for SVE Teachers
11. Work For Everyone	Helen Prevo	Frank E. Richards Pub. 324 First Street Liverpool, N.Y. 13088	1971	$1.50; free loan, Resource Center for SVE Teachers
12. The World Book Encyclopedia Vol. 11		Field Enterprises Education Corp. Mdse. Mart Plaza Chicago, Ill. 60654	1974	Check your school library.
13. Your Job and Your Future, Books I and II	James Olsen	Webster Division McGraw Hill Book Co. St. Louis, Missouri	1968	$1.20 ea; free loan, Resource Center for SVE Teachers
14. Your Life in a Big City	Zenobia L. Baxter Ester A. Marion	Same	1967	$4.59; free loan, Resource Center for SVE Teachers

FILMS (8mm film loops)	AUTHOR SOURCE	ADDRESS	LENGTH	COST
1. "Job Opportunities" (Series of 50 silent)		Encyclopedia Britannica Education Corp. 425 N. Michigan Ave. Chicago, Ill. 60611		Free loan, Resource Center lab for SVE Teachers; 151 Taylor Ed. Bldg. U. of K. Lexington, Ky. 40506

FILMS (16mm)	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
1. "I Never Went Back"	Aims Instructional Media Services, Inc.	P.O. Box 1010 Hollywood, Calif. 90028	16 min.	Free loan, Resource Center for SVE Teachers 151 Taylor Ed. Univ. of Ky. Lexington, Ky. 40506
2. "It's Your Future"	Aims Instructional Media Services, Inc.	(Same address as above)	13 min.	Free loan (Same as above)
3. "When I Am Old Enough Goodbye"	Sterling Educational Films	241 E. 34th Street New York, N.Y. 10016	28 min.	Free loan (Same as above)
4. "World of Work"	Aims Instructional Media Services, Inc.	P.O. Box 1010 Hollywood, Calif. 90028	14-16 min (color)	Free loan (Same as above)

FILMSTRIPS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
1. "The ABC's of Getting and Keeping a Job" --Health Rules to Follow	Eye Gate House	146-01 Archer Ave. Jamaica, N.Y. 11435		$74; free loan
2, "Are You Looking Ahead"	Same	Same		$66; free loan
3. "Career Opportunities"	Popular Science	5235 Ravenswood Ave Chicago, Ill. 60640		Free loan, Resource Center for SVE Teachers
4. "Foundations for Occupational Planning"	Society for Visual Education	1345 Diversey Parkway Chicago, Ill. 60614		$27.00; free loan, Resource Center for SVE Teachers
5. "Four Who Quit"	Guidance Associates	Pleasantville, N.Y. 10570	Part 1, 19 min Part 2, 15 min	$39.00; free loan, Resource Center for SVE Teachers 151 Taylor Ed. Bldg University of Ky. Lexington, Ky.
6. "Jobs and Gender"	Guidance Associates	Same	18 min.	$35.00, part 1 $39.00, part 2 Free loan, Resource Center for SVE Teachers
7. "Job Opportunities for Inner City Youth"	Society for Visual Education	1345 Diversey Parkway Chicago, Ill. 60614		$49.50; free loan, Resource Center for SVE Teachers
8. "Occupational Education" --Stocker in a Supermarket	Eye Gate House	146-01 Archer Ave. Jamaica, N.Y. 11435		$78; free loan

FILMSTRIPS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
9. "Skills That Pay Off"	Popular Science	5235 Ravenswood Ave. Chicago, Ill. 60640		Free loan, Resource Center for SVE Teachers
10. "Trouble at Work Series" --Hazing	Guidance Associates	Pleasantville, N.Y. 10570		Free loan, Resource Center for SVE Teachers
11. "The World of Work: Vocational Decisions"	Society for Visual Education, Inc.	1345 Diversey Parkway Chicago, Ill. 60614	18 min.	$27.00 set of 3 filmstrips; records $9.00 each
12. "What Do You Like to Do"	Singer Education and Training Products	Society for Visual Education, Inc. 1345 Diversey Parkway Chicago, Ill. 60614		$6.00; free loan, Resource Center for SVE Teachers
13. "What Is A Job"	Singer Education and Training Products	Same as above	20 min.	$6.00
14. "What Good Is School"	Singer Education and Training Products	Same as above		$6.00; free loan Same as above.
15. "What Is Your Future In the Changing World of Work." Series I	Eye Gate House	146-01 Archer Ave. Jamaica, N.Y. 11435	14 min.	$7.00 filmstrip $5.00 cassette
16. "World of Work, Sets I & II"	McGraw-Hill Film Division	330 W. 42nd Street New York, N.Y. 10036		$110 ea.; free loan, Resource Center
17. "The World of Work: Vocational Opportunities"	Eye Gate House	146-01 Archer Ave. Jamaica, N.Y. 11435		$130.00; free loan, Resource Center for SVE Teachers

GAMES	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
1. "Life Career"	Western Publishing Company	850 Third Ave. New York, N.Y. 10022	1-6 hours	Free loan; Resource Center

MULTI-MEDIA KITS	PUBLISHER - ADDRESS	DATE	COST
1. "Career Exploratory Kit"	Careers, Inc. P. O. Box 135 Largo, Florida 33540		$81; free loan, Resource Center for SVE Teachers
2. "Occupational Exploration Kit"	Science Research Associates 259 East Erie Street Chicago, Illinois 60611		$116.00; free loan, Resource Center for SVE Teachers, 151 Taylor Education Bldg. University of Kentucky Lexington, Kentucky 40506
3. "Semi-Skilled Careers Kit"	Careers, Inc. P. O. Box 135 Largo, Florida 33540		Free loan, Resource Center for SVE Teachers (Same address as above)
4. "World of Work: On the Job"	Educational Resources Inc. 47 West 13th Street New York, N.Y. 10011		$259; free loan, Resource Center for SVE Teachers

POSTERS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
1. "Community Helpers Picture Story Study Print Series"		Society for Visual Education 1345 Diversey Parkway Chicago, Ill. 60614		$48; free loan, Resource Center for SVE Teachers
2. "Community Workers Flannel Board Set"		Central School Supply 4100 Eastmoor Road Louisville, Kentucky		$1.95; free loan, Resource Center for SVE Teachers
3. "Community Workers and Helpers Poster Cards"		Same		$3.75; free loan, Resource Center for SVE Teachers
4. "Modern Workers"		Same		$3; free loan, Resource Center for SVE Teachers

STATUETTE KITS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
1. "Community Workers"		Central School Supply 4100 Eastmoor Road Louisville, Kentucky		$5.40; free loan, Resource Center for SVE Teachers
2. "Transportation People"		Same		Same

TAPES	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
1. "Exploring the World of Work" (Set of 6 cassettes)		H. Wilson Corp. 555 West Taft Drive South Holland, Ill. 60473		$47.40; free loan
2. "Interview Tapes" (Series of 50 reel-to-reel tapes)		Audio-Visual Equip. Co. 4511 Dixie Highway Louisville, Kentucky		$249.50; free loan

TRANSPARENCIES	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
1. "Succeeding at Work Series, Subset 6: Keeping Healthy at Work"		United Transparencies, Inc. P. O. Box 688 Binghamton, N.Y. 13902		$25; free loan, Resource Center for SVE Teachers

USING THE PRODUCT MAP EXERCISES

The product map exercises are given to increase the student's awareness of the farm, business, and industrial activity in his area and, thereby, sharpen his awareness of employment opportunities around him.

The exercises consist of the following:

1. An 8 1/2" x 11" Product Map of Kentucky which may be used as a transparency or as handout material.

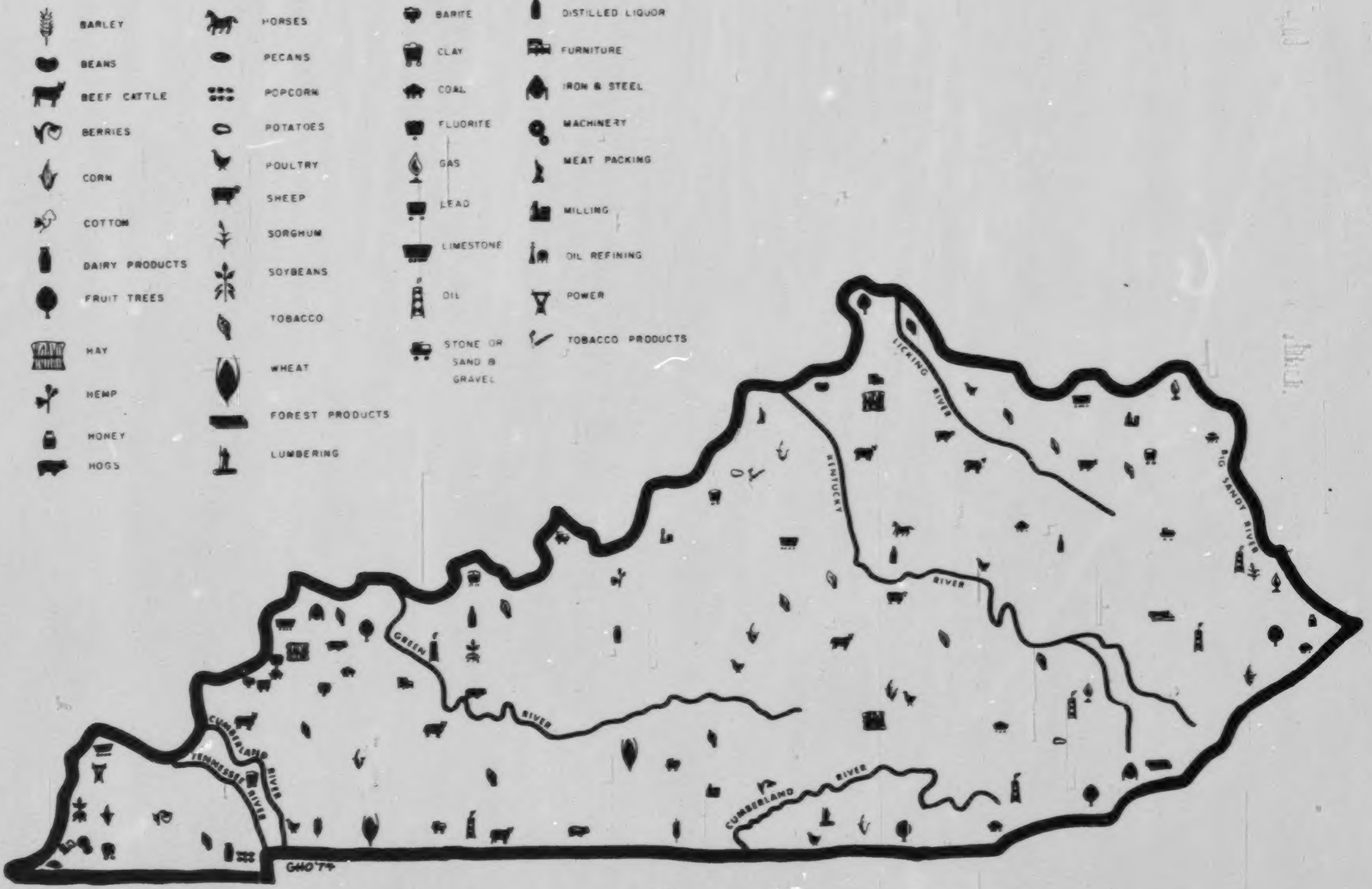
2. A wall-size Product Map of Kentucky to be used as a continuous teacher aid throughout the study of this unit.

   Note: In order to be able to incorporate this map in the unit package, the artist had to design it on six sheets. Use the 8 1/2" x 11" map as a guide for putting the wall map together. Place the pieces on poster board to stabilize them and to enhance the usage life of the finished product. Trim the white edges so that the pieces can be joined to produce a map with no broken lines. Likewise, clip, trim, and join the sheets which give the title"A Product Map of Kentucky." Use the bottom strip of these sheets for the bottom border of your wall map. Placing the map on colored poster board will add to its attractiveness for display use.

3. An 8 1/2" x 11" map of Kentucky, showing the counties, to be used to pinpoint where the student lives. The student may use this map to

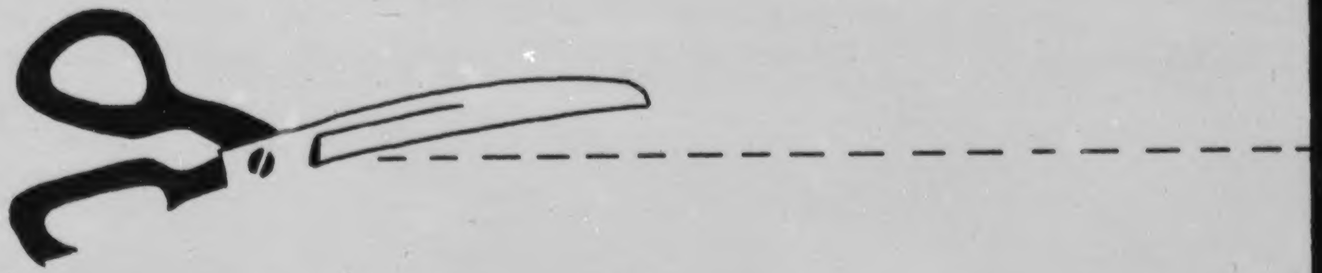
   a. Locate and color in the county where he lives. If he lives near the county border, he may wish to consider also what is available to him in neighboring counties.
   b. List the items produced in his county or immediate surrounding area.
   c. Make a product key or legend for his area and pinpoint where these items are produced.

A PRODUCT MAP OF KENTUCKY


BARLEY
BEANS
BEEF CATTLE
BERRIES
CORN
COTTON
DAIRY PRODUCTS
FRUIT TREES
HAY
HEMP
HONEY
HOGS
HORSES
PECANS
POPCORN
POTATOES
POULTRY
SHEEP
SORGHUM
SOYBEANS
TOBACCO
WHEAT
FOREST PRODUCTS
LUMBERING
BARITE
CLAY
COAL
FLUORITE
GAS
LEAD
LIMESTONE
OIL
STONE OR SAND & GRAVEL
DISTILLED LIQUOR
FURNITURE
IRON & STEEL
MACHINERY
MEAT PACKING
MILLING
OIL REFINING
POWER
TOBACCO PRODUCTS
LICKING RIVER
BIG SANDY RIVER
KENTUCKY RIVER
GREEN RIVER
CUMBERLAND RIVER
TENNESSEE RIVER
GHO'74

A PRODUC

Place Top of Map on This Line



Bottom Border of Map

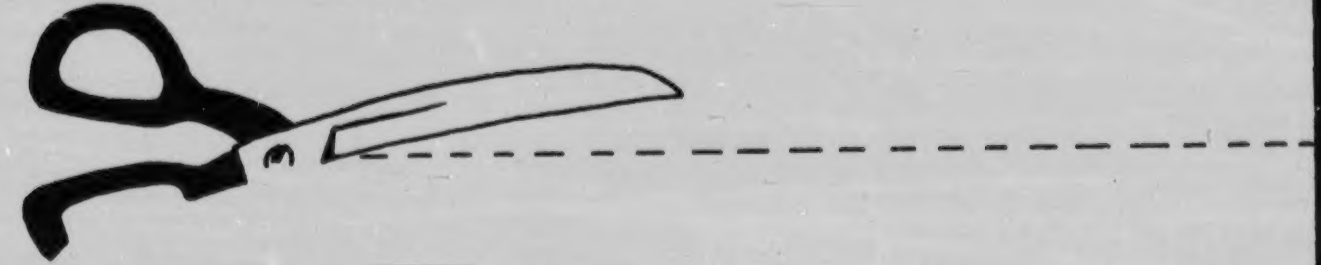
T MAP OF

Place Top of Map on This Line

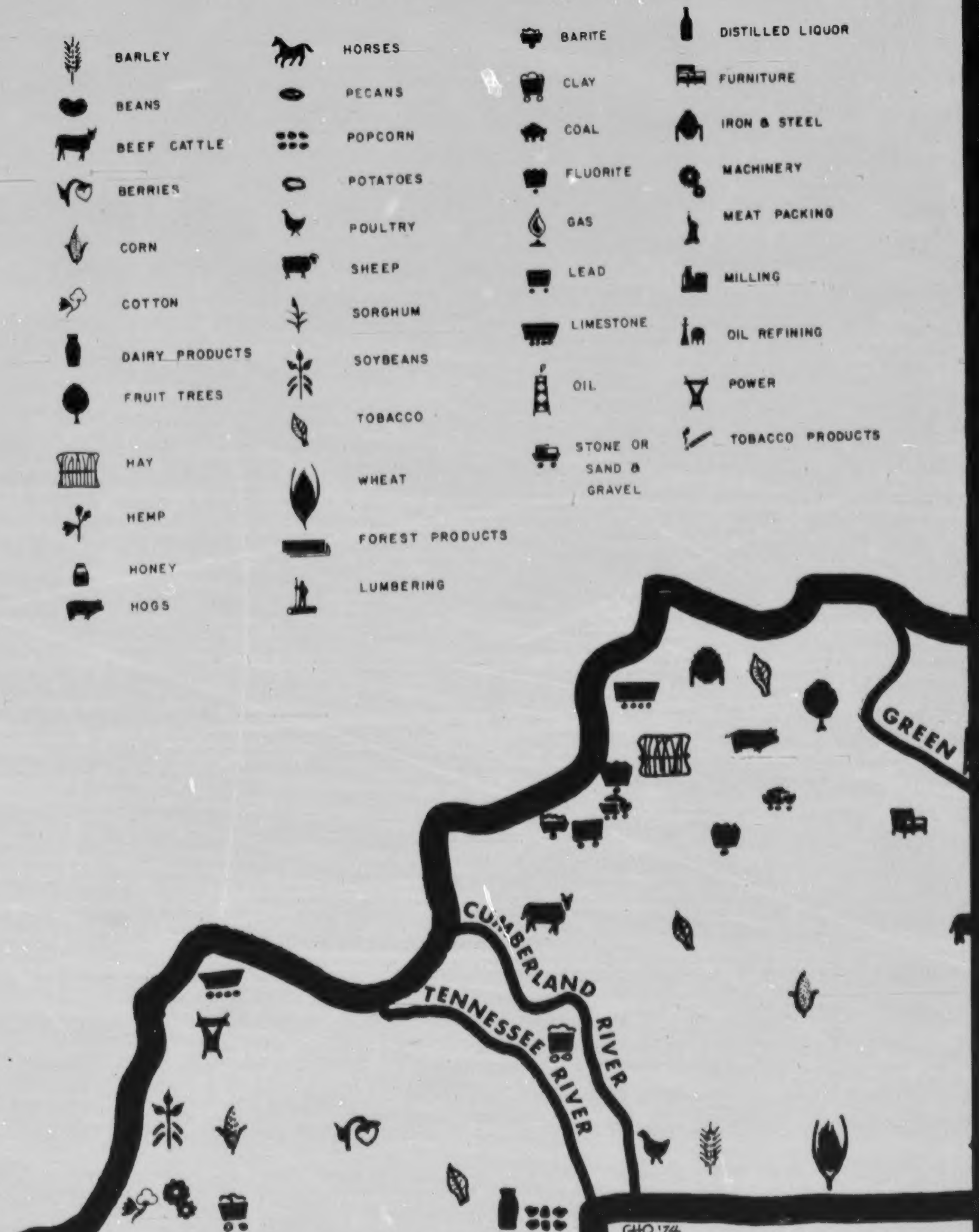
Bottom Border of Map

KENTUCKY

Place Top of Map on This Line



Bottom Border of Map


BARLEY
BEANS
BEEF CATTLE
BERRIES
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COTTON
DAIRY PRODUCTS
FRUIT TREES
HAY
HEMP
HONEY
HOGS
HORSES
PECANS
POPCORN
POTATOES
POULTRY
SHEEP
SORGHUM
SOYBEANS
TOBACCO
WHEAT
FOREST PRODUCTS
LUMBERING
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CLAY
COAL
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GAS
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LIMESTONE
OIL
STONE OR SAND & GRAVEL
DISTILLED LIQUOR
FURNITURE
IRON & STEEL
MACHINERY
MEAT PACKING
MILLING
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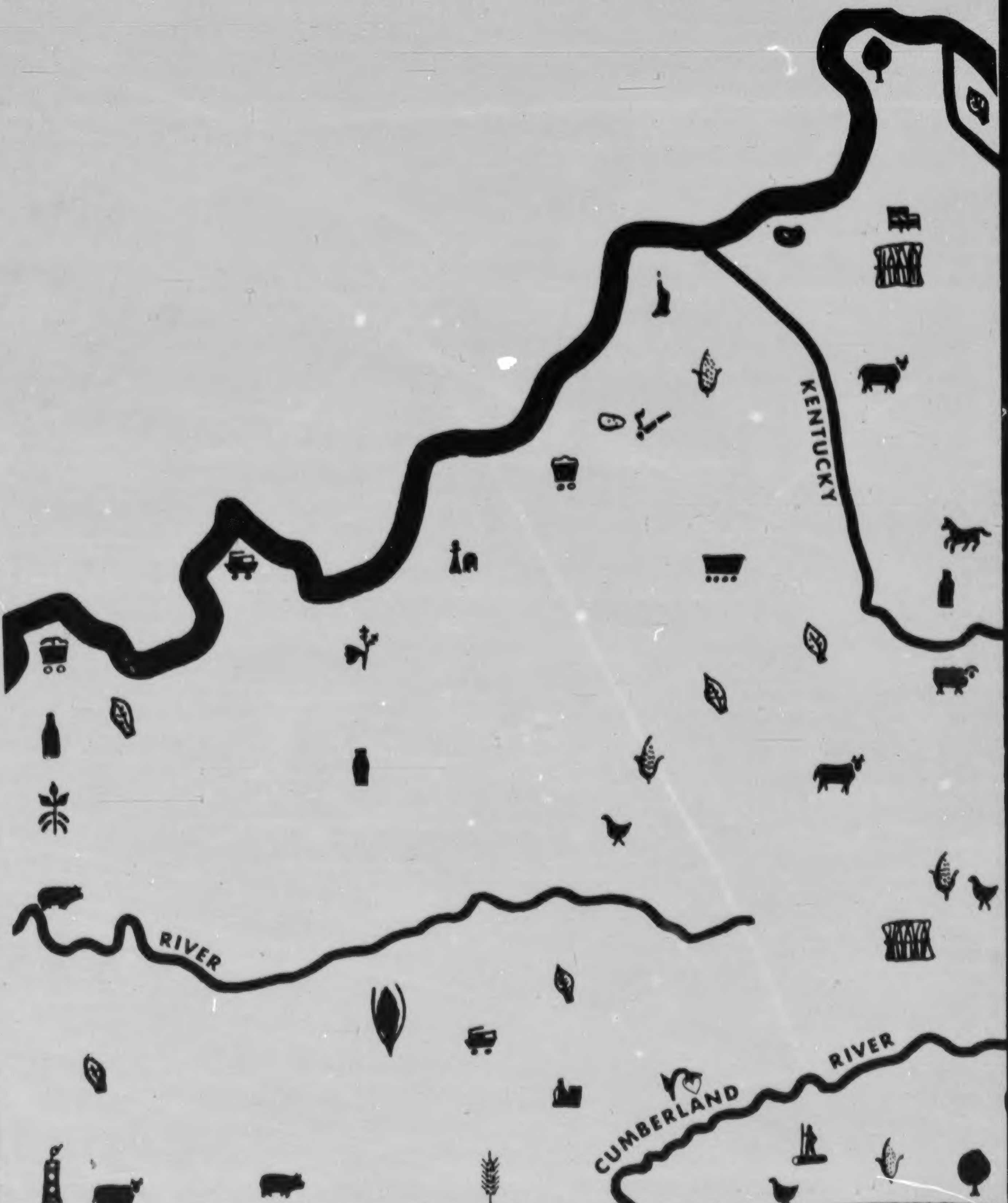
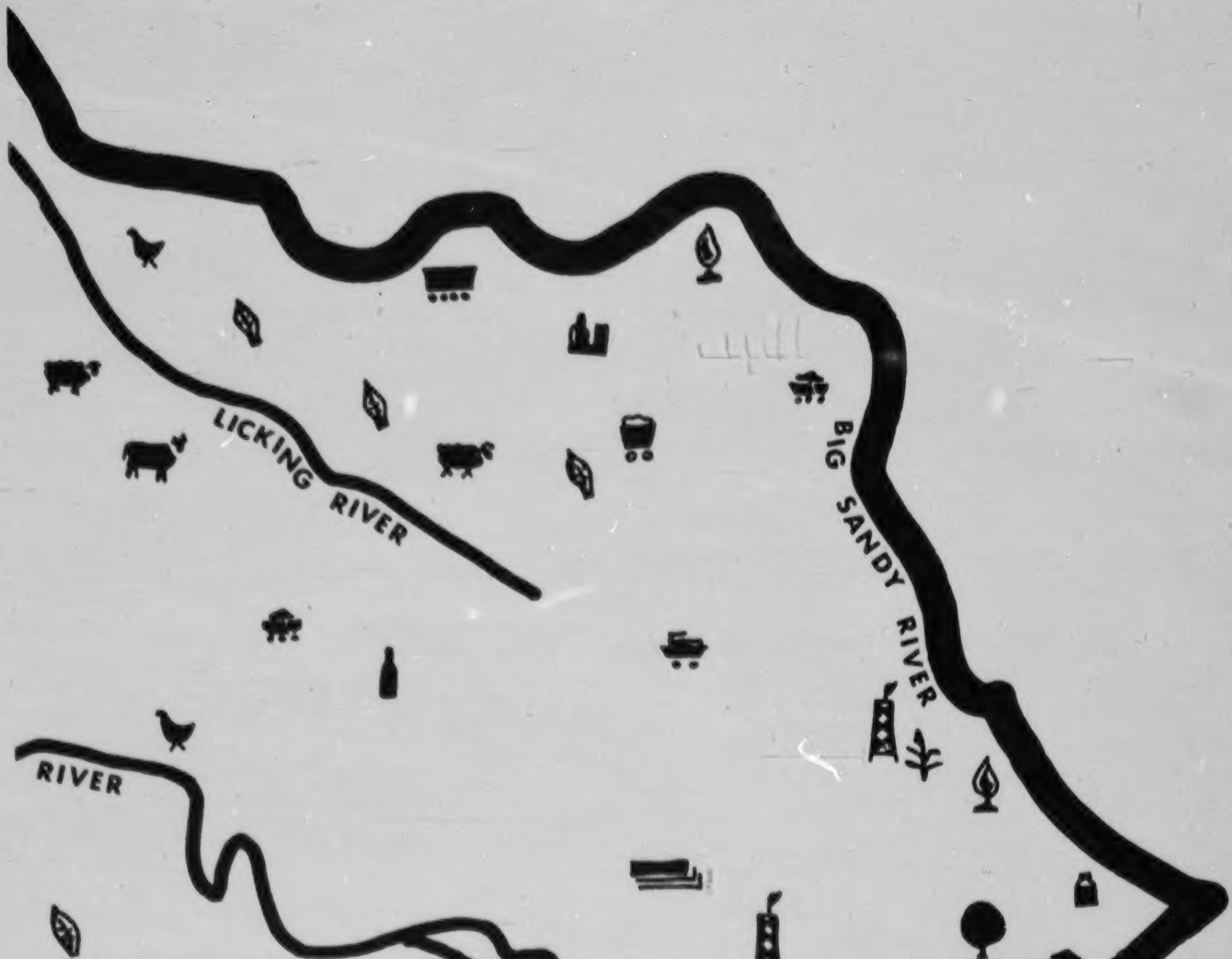
TOBACCO PRODUCTS
GREEN
CUMBERLAND RIVER
TENNESSEE RIVER
GHO '74


KENTUCKY
RIVER
CUMBERLAND
RIVER


LICKING RIVER
BIG SANDY RIVER
RIVER

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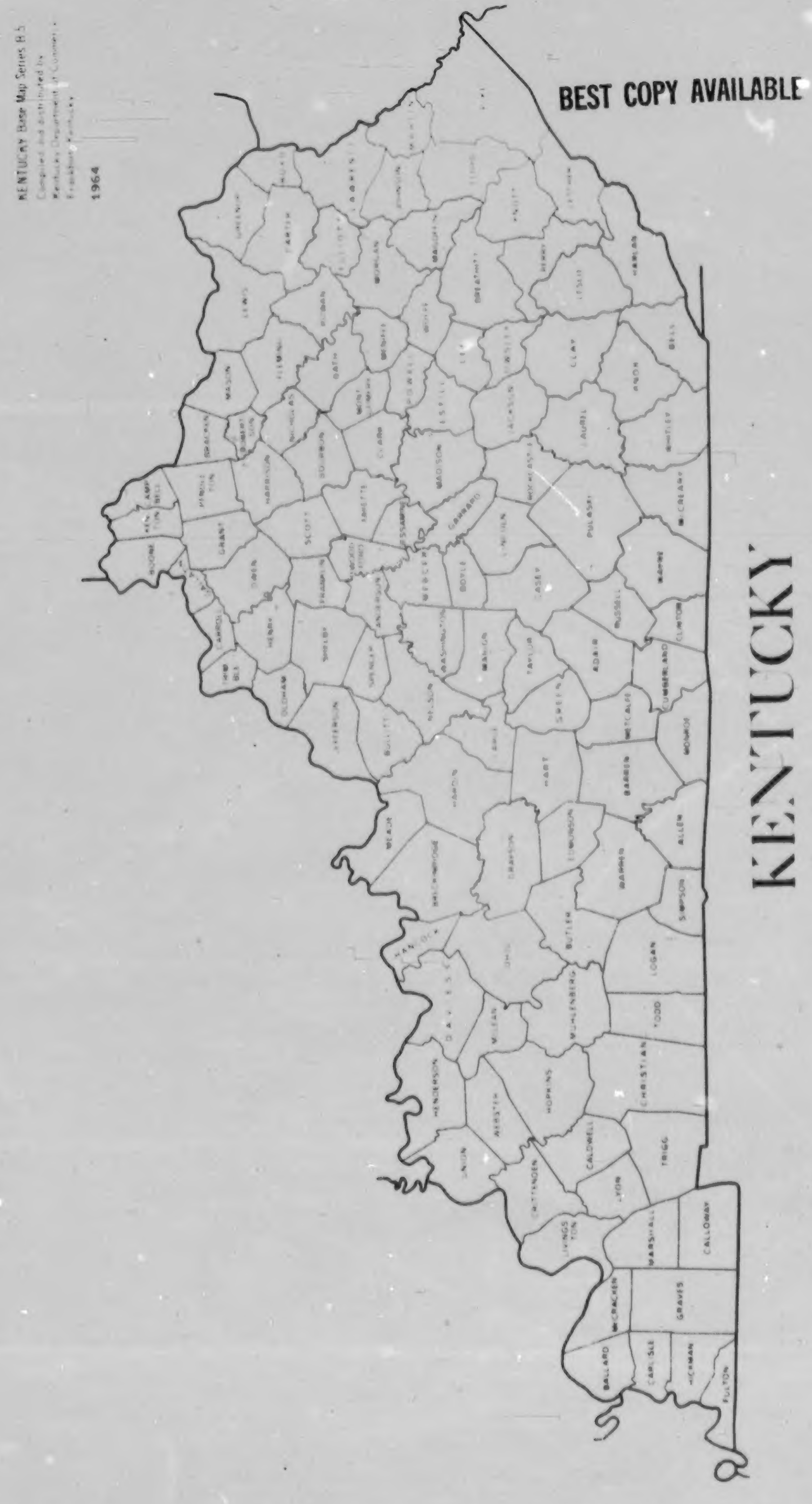

KENTUCKY Base Map Series B-5
Compiled and distributed by
Kentucky Department of Commerce
Frankfort, Kentucky
1964
KENTUCKY
BOONE
KENTON
CAMPBELL
GALLATIN
CARROLL
TRIMBLE
GRANT
PENDLETON
BRACKEN
MASON
LEWIS
GREENUP
BOYD
CARTER
LAWRENCE
ROBERTSON
FLEMING
ROWAN
ELLIOTT
MORGAN
JOHNSON
MARTIN
PIKE
FLOYD
MAGOFFIN
KNOTT
LETCHER
BREATHITT
PERRY
HARLAN
LESLIE
BELL
KNOX
CLAY
WHITLEY
LAUREL
OWSLEY
LEE
WOLFE
MENIFEE
BATH
MONTGOMERY
POWELL
ESTILL
JACKSON
NICHOLAS
HARRISON
BOURBON
CLARK
MADISON
ROCKCASTLE
PULASKI
McCREARY
WAYNE
CLINTON
RUSSELL
CUMBERLAND
OWEN
SCOTT
FAYETTE
JESSAMINE
GARRARD
LINCOLN
CASEY
ADAIR
HENRY
FRANKLIN
WOODFORD
MERCER
BOYLE
TAYLOR
GREEN
METCALFE
MONROE
OLDHAM
SHELBY
ANDERSON
WASHINGTON
MARION
SPENCER
NELSON
LARUE
HART
BARREN
ALLEN
JEFFERSON
BULLITT
HARDIN
EDMONSON
WARREN
SIMPSON
MEADE
BRECKINRIDGE
GRAYSON
BUTLER
LOGAN
HANCOCK
OHIO
MUHLENBERG
TODD
DAVIESS
McLEAN
CHRISTIAN
HENDERSON
WEBSTER
HOPKINS
CALDWELL
TRIGG
UNION
CRITTENDEN
LYON
LIVINGSTON
MARSHALL
CALLOWAY
McCRACKEN
GRAVES
BALLARD
CARLISLE
HICKMAN
FULTON

SAMPLE QUESTIONNAIRE

Date ____________________

Questionnaire for ____________________ of ____________________
name of class name of school

Name of company ____

Name and position of person completing questionnaire ____________________

____________________________.

1. Number of people you employ. ____________________
2. Do you have any full-time jobs available at this time? ____________
3. Do you have any part-time jobs available at this time? ____________
4. Do you deal in public service? ____________________
5. Do you deal in business or office work? ____________________
6. Do you deal in communications media? ____________________
7. Do you manufacture products? ____________________
8. Are you a health-related organization? ____________________
9. Do you participate in a labor union? ____________________
10. Do you require an employment test? ____________________
11. Do you have any skilled employees? ____________________
12. Do you have any unskilled employees? ____________________
13. Do you require a high school diploma? ____________________
14. Does your organization require special training programs? ____________.
15. Would you be willing to hire students in a vocational program? ________

ALL THE JOBS IN THE WORLD

are grouped under these 15 Job Clusters

Business and Office Occupations

Marketing and Distribution Occupations

Communications and Media Occupations

Construction Occupations

Transportation Occupations

Agriculture-Business and Natural Resources Occupations

Marine Science Occupations

Environmental Control Occupations

Health Occupations

Hospitality and Recreation Occupations

Personal Services Occupations

Fine Arts and Humanities Occupations

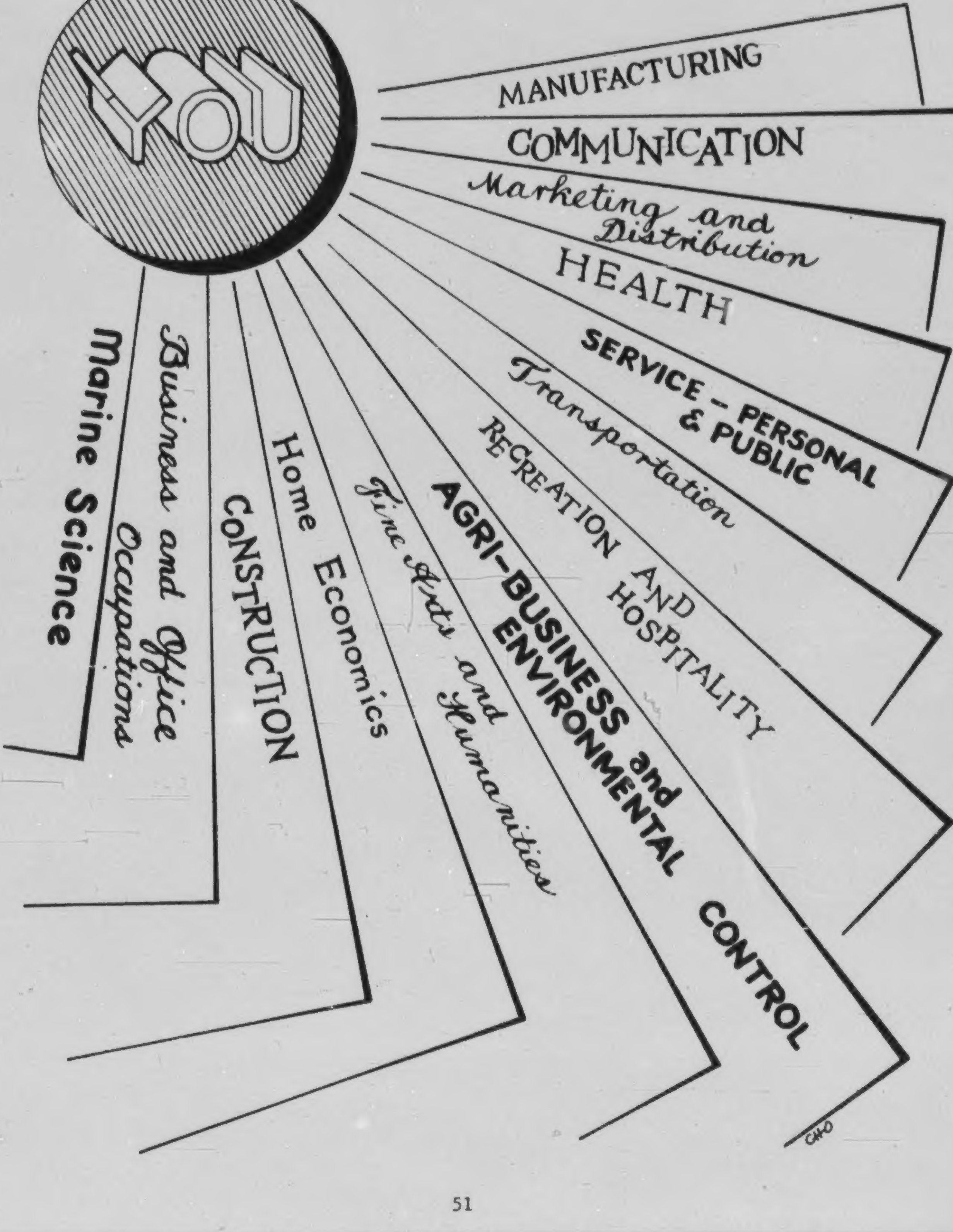
Manufacturing Occupations

Public Service Occupations

Consumer and Homemaking-Related Occupations

JOBS IN MY COMMUNITY

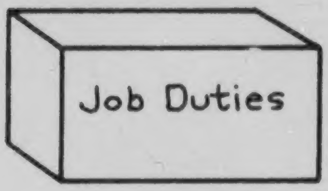
Job Clusters in My Community	Jobs in Each	Places of Employment	Products and Services Produced

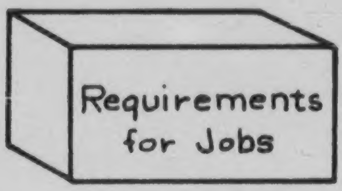

YOU
MANUFACTURING
COMMUNICATION
Marketing and Distribution
HEALTH
SERVICE – PERSONAL & PUBLIC
Transportation
RECREATION AND HOSPITALITY
AGRI-BUSINESS and ENVIRONMENTAL CONTROL
Fine Arts and Humanities
Home Economics
CONSTRUCTION
Business and Office Occupations
Marine Science
CHO

SUGGESTED BULLETIN BOARD IDEA

Construct a bulletin board listing jobs of interest to students that would be available in your community. On a 5 x 3 card write a description of the duties for each job listed on the board. Place all job duties in a box. The same procedure should be used for job requirements or abilities needed for a job. Have students draw from boxes and after studying cards, place in the appropriate headings. Student should check to see that job names correspond with the duties and requirements.

Name of Jobs	Job Duties	Requirements for Jobs
1. Plumber		
2.		
3.		
4.		
5.		





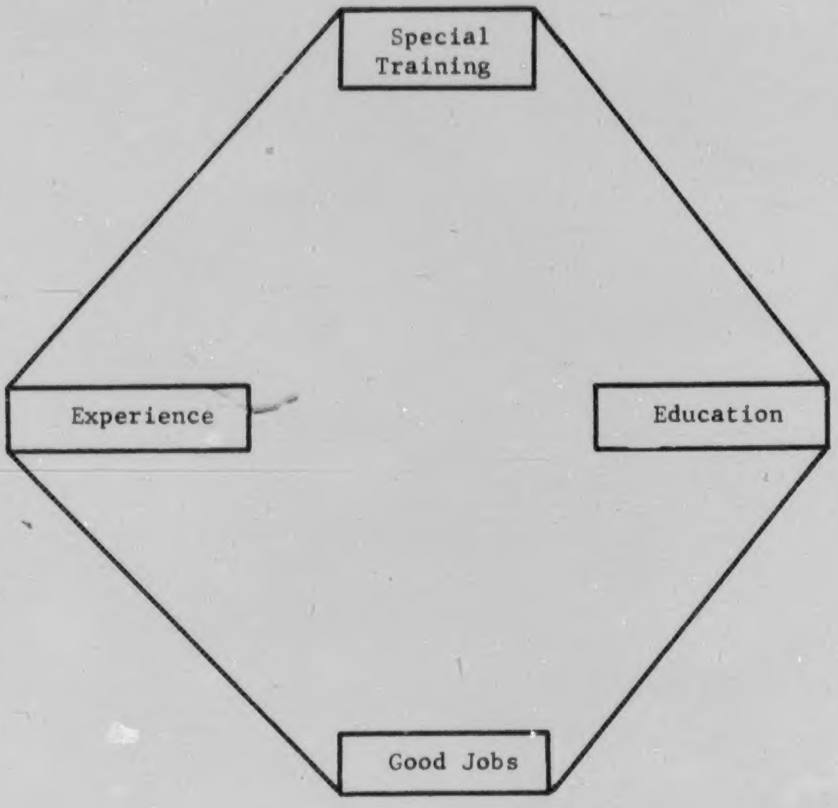
G. OWENS, CURR. DEV. CNTR. U.K. - 1027-50

BULLETIN BOARD

NOTE TO TEACHER

Make an outline of a baseball diamond. First base should read EDUCATION. Second base should read SPECIAL TRAINING. Third base should read EXPERIENCE. Home plate should read GOOD JOBS. Caption should read "For a Good Job, Touch All the Bases."

FOR A GOOD JOB, TOUCH ALL THE BASES


Special Training
Experience
Education
Good Jobs

NAME OF
OCCUPATIONS

LEARNING
PACKET/1

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Performance Objectives:

The student will

1. Match Job Clusters with the job descriptions in WANT ADS.
2. Select one Job Family and write three related jobs.
3. Classify related jobs into Job Families.

Vocabulary	Pronunciation	Definition
occupation	(OK-u-pa-shun)	Kind of work
job	(job)	A duty; work
related	(re-LAT-ed)	Connected; belonged
general	(GEN-e-ral)	Taken as a whole; all
uniform	(YU-ny-form)	Dress for a special job
station	(STA-shun)	Regular stopping place
involved	(in-VOL-vd)	Included; drawn into
classify	(KLAS-i-fi)	To group
agriculture	(AG-ri-kul-tur)	Farming
distribution	(dis-tri-BU-shun)	Act of dividing

Introduction

Every job has a name. There are many different kinds of jobs in the world today. This packet will help you learn the names of job families and some of the jobs in each family. All job titles are grouped under 15 general job clusters.

Perhaps you have never thought about jobs related to transportation. Think of traveling on a bus. Then think of the many kinds of workers involved in this mode of transportation. At once you think of the bus driver but do you think of the related workers such as the man who makes the bus, the tires, the highways, the uniforms for the drivers, the mechanic, the filling station attendant. You could think of many more including the ticket salesman, the man who made the ticket, the maid, and the busboy in the station.

Activity 1.

Study the chart on the next page. Be prepared to relate it to the introduction of this packet when you have group discussion.

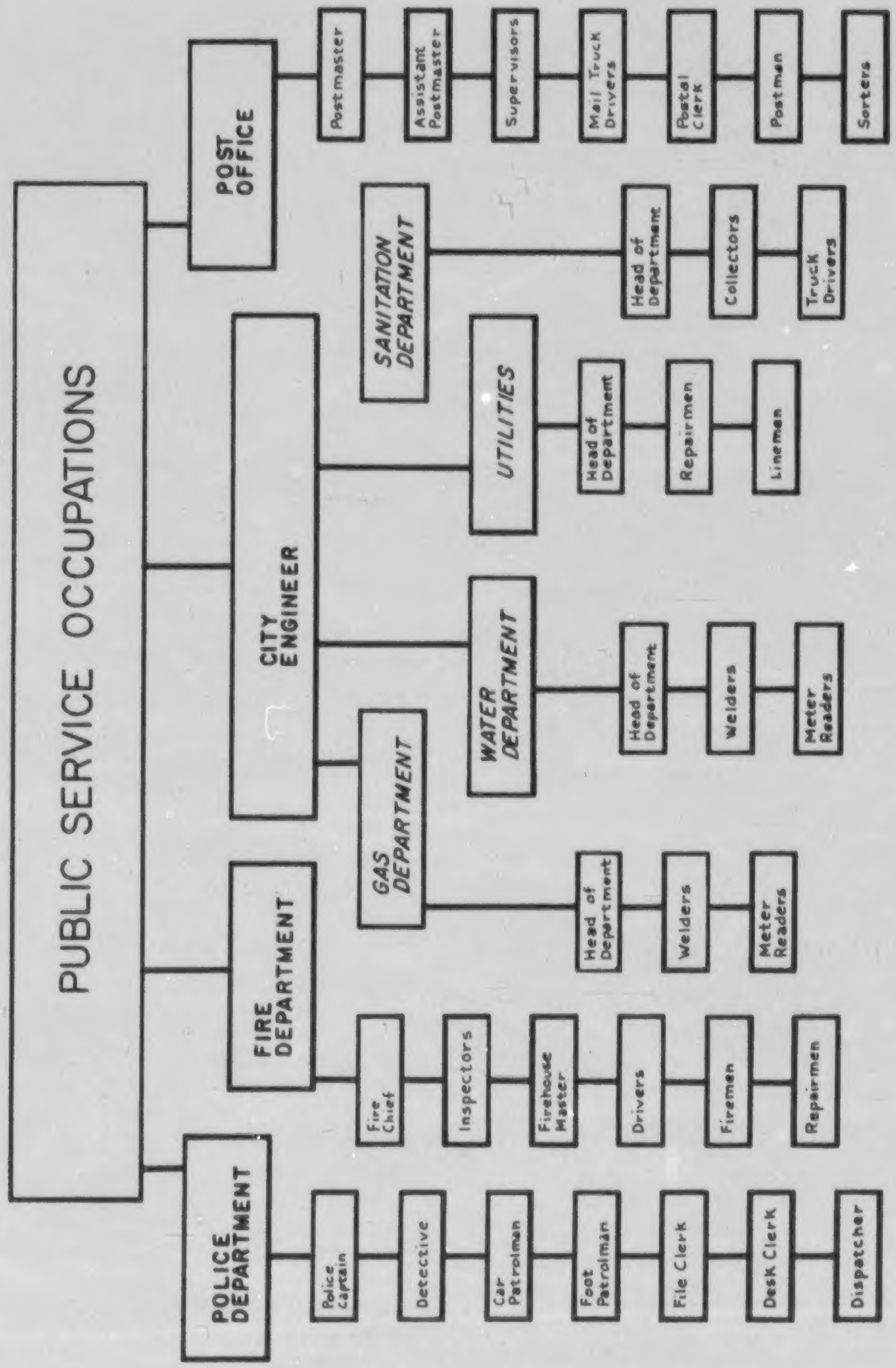
THE JOB CLUSTERS	EXAMPLES
1. Business and Office	File clerk, typist, secretary
2. Marketing and Distribution	Department store sales person, grocery store stock boy, or truck route salesman
3. Communications and Media	Radio announcer, control manager, telephone operator, newspaper reporter
4. Construction	Plumber, carpenter, brick mason
5. Manufacturing	Assembly line operator, quality controller
6. Transportation	Bus driver, stewardess, engineer, ticket agent
7. Agri-Business	Farmers, forest rangers, park guides, greenhouse workers
8. Environmental Control	Pollution inspector, water tester
9. Marine	Boat repairman, dock builder, fish hatchery worker
10. Public Services	Mailman, fireman, meter maids
11. Health	Nurse's aide, doctor, safety inspector, x-ray technician
12. Hospitality & Recreation	Hostess at restaurant, desk clerk at motel, receptionist, swimming instructor
13. Personal Services	Maid, bellboy, barber, beautician
14. Fine Arts	Musician, artist, poet
15. Consumer and Homemaking	Salesgirl, housekeeper

Think about your own family. How are the members of your family alike? Do they look alike? Do they act alike? Are they related? Do they work together for a common goal? Like people, related jobs are also grouped into families. They sometimes require doing types of activities. They sometimes look alike and sound alike.

Activity 2.

Study the chart on the next page. The name of the job cluster shown is "Public Service Occupations." All the jobs listed help give some type of public service. View the chart from top to bottom. Look closely at the names of the first jobs shown under the department headings on the main branches. These require more experience and training. They are the top jobs in that area and are fewer in number. The jobs listed below support them in their work. The requirements are less, and a greater number of positions are available.

You may find jobs at the top of the chart that would interest you and you could fill. Try to relate all the jobs to each other. Discuss this with your teacher to see if you understand how all these jobs are related to the "Public Service Occupations" job cluster.


PUBLIC SERVICE OCCUPATIONS
POLICE DEPARTMENT
Police Captain
Detective
Car Patrolman
Foot Patrolman
File Clerk
Desk Clerk
Dispatcher
FIRE DEPARTMENT
Fire Chief
Inspectors
Firehouse Master
Drivers
Firemen
Repairmen
CITY ENGINEER
GAS DEPARTMENT
Head of Department
Welders
Meter Readers
WATER DEPARTMENT
Head of Department
Welders
Meter Readers
UTILITIES
Head of Department
Repairmen
Linemen
SANITATION DEPARTMENT
Head of Department
Collectors
Truck Drivers
POST OFFICE
Postmaster
Assistant Postmaster
Supervisors
Mail Truck Drivers
Postal Clerk
Postman
Sorters

G Owens, Curr. Dev. Cntr. U.K. -1027-2

Activity 3.

Study the chart on page 51.

1. Take the job Policeman; name 3 related jobs.

2. Take the job Fireman; name 2 related jobs.

3. Take the job Postmaster; name 2 related jobs.

4. Take the Sanitation Department; name 2 related jobs.

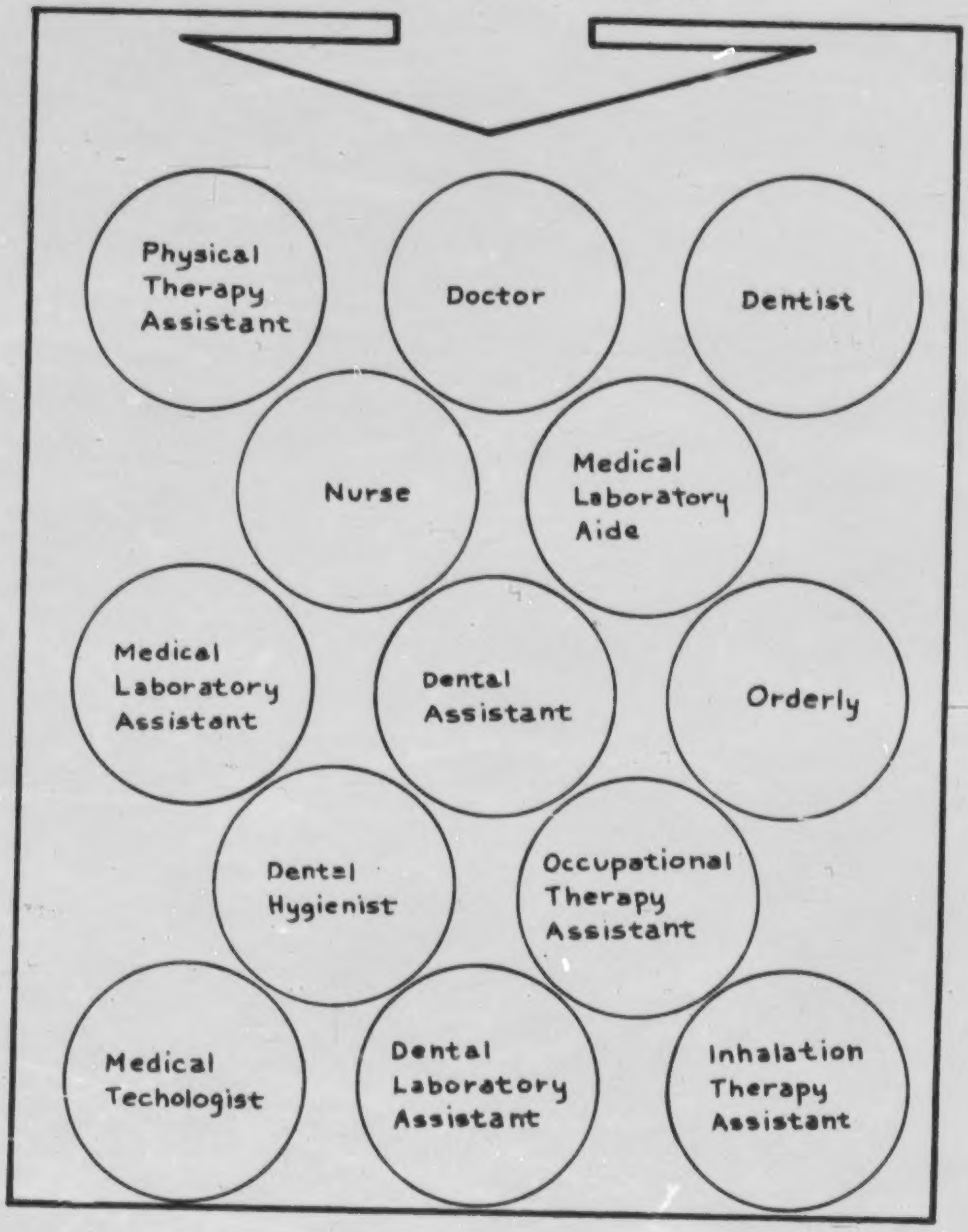
5. Take Utilities; name 2 related jobs.

Activity 4.

Match the related jobs with the Job Clusters.

JOBS	CLUSTERS
operator of heavy equipment	
typist	Transportation Occupations
orderly	
pilot	Health Occupations
cab driver	
truck driver	Construction Occupations
carpenter	
nurse's aide	Business and Office Occupations
file clerk	
bus driver	
brick-layer	
plumber	

HEALTH OCCUPATIONS


Physical Therapy Assistant
Doctor
Dentist
Nurse
Medical Laboratory Aide
Medical Laboratory Assistant
Dental Assistant
Orderly
Dental Hygienist
Occupational Therapy Assistant
Medical Techologist
Dental Laboratory Assistant
Inhalation Therapy Assistant

G OWENS, CURR DEV CNTR.-U.K. 1027-3

Activity 5.

Choose one of the jobs on page 61, and write on your own paper three jobs which are related to that particular job.

EVALUATION

Write answers on your own paper.

1. The want ads below are lettered A, B, C, D, E, F, G. On your paper match each want ad with its correct job cluster. You may look on page 56 for the names of the job clusters.

A	LAUNDRY ROUTE DRIVER Mornings only. Five days a week. Experience not necessary, but must be neat appearing. Apply JONES LAUNDRY & DRY CLEANING, 777 N. Broadway Blvd.
B	**SECRETARY** 4 Recent graduate O.K. Typing and shorthand a must. Varied hotel duties. See Mr. Strother Between 2-4 P.M. **FAIRLANE, Ltd.** 608 Waller Ave.
C	**COUNTER CLERK** Experience helpful but not necessary. Apply in person, Johnson Cleaners---247 Surfside Drive.
D	**HOSTESS** An above average position for an above average person. Flexible hours. Salary open. For appointment, call Mr. Centeuron 270-6250 or 275-1751.
E	**MECHANIC** Wanted by Fairlane Chevrolet, Nicholasville. Call 588-0114. Excellent job opportunity in a growing community with an established business. BICYCLE MECHANIC TRAINEE Prefer mature male or female to train on the job with a very progressive and innovative company. Excellent working conditions. Call 287-9624 for interview.
F	**ELECTRICIAN** Need 2 electricians and 2 helpers. Immediate openings. Good benefits, good company. 296-4636, days; and 279-1477, nights.
G	**ORDERLY** EXPERIENCED ORDERLY: Full-time, 7 to 3, Monday - Friday. Apply in person: 908 Tates Creek Road.

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Evaluation continued...

2-4. Choose three of these Job Clusters and list under each three related jobs.

Example:

Job Cluster	Job Cluster	Job Cluster
1.	1.	1.
2.	2.	2.
3.	3.	3.

5. Match the related jobs with the Job Clusters.

JOBS

postman

plumber

painter

receptionist

street cleaner

life guard

nurse

garbage collector

doctor

carpenter's helper

policeman

electrician

orderly

park attendant

JOB CLUSTERS

Public Service Occupations

Health Occupations

Construction Occupations

JOB DUTIES

LEARNING

PACKET/2

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Performance Objectives:

The student will

1. Write the definition of "job duties."
2. Identify job duties.
3. Classify related items according to job duties and job requirements.
4. Distinguish between requirements and duties listed in a job want ad.

Vocabulary	Pronunciation	Definition
requirements	(re-KWIR-mentz)	Needs, necessities
personality	(pers-n-AL-a-ty)	The distinctive character traits, attitudes, and habits of each individual
Want Ad	(Want-Ad)	Part of newspaper where positions and services are advertised
counter	(KOWNT-r)	A table or board over which money is counted and business is transacted
attractive	(a-TRAK-tiv)	Pleasing
usually	(YUZH-l-ly)	Most of the time
label	(LA-bl)	A tag used to tell what something is
cash register	(cash-REG-ist-r)	A machine which keeps money and records sales
appearance	(a-PEAR-unz)	The look of a person or thing
accuracy	(AK-yer-a-sy)	Free from mistake
description	(de-SKRIP-shun)	An account that gives a clear picture of a place, scene, person, or object

Introduction

Job duties are the work you actually do during your working hours. It is very important for you to understand what your duties are before you accept any job. A job description will tell you what your duties may be; or your employer may give you a list, tell you, or show you what you are to do. Remember: whatever work you do on the job is called "your job duties."

It is easy for one to think that job duties and job requirements are the same. They are not. Job requirements are the qualities you must possess in order to be hired--the standards you must meet. Job requirements include age, sex, education, personality, health, and other special requirements relating to knowledge and skills.

Read the definitions under the headings of Duties of a Job and Requirements of a Job to learn the difference between the two.

Duties of a Job

All the things that you do on the job. Your employer may tell you what your duties are, or he may list your duties on a paper called a Job Description. Your teacher may tell you some of your duties or he may write them for you.

Requirements of a Job

Job requirements are different. They are the things that you must be able to do or the qualities you must possess in order to be able to do the work. You will need to know the job requirements for a particular job before you apply for it. For example, an employer may require that you:

1. be a certain age.
2. be able to read well enough to do the job.
3. have good health and physical strength (to move heavy items).
4. be able to deal pleasantly with the public.

Now can you tell the difference between a job duty and a job requirement?

If you were employed for the first time as a service station attendant, here are some of the duties you would probably be required to do:

1. Clean the rest rooms each day.
2. Clean the work area.
3. Replace tools.
4. Pick up trash around the station.
5. Wait on customers.
    a. Greet the customer.
    b. Pump gas.
    c. Wash windshield.
    d. Ask if customer wishes you to look under the hood.
        (1) oil
        (2) water in battery
        (3) windshield wiper fluid
6. Keep records.
    a. Grade of gas
    b. Quantity - number of gallons
    c. Amount of purchase
    d. Record sale or collect money for purchase
7. Other duties
    a. Change tires.
    b. Put air in tires.
    c. Replace some parts.
        (1) bulbs
        (2) radiator caps
        (3) change oil
        (4) change filters

d. Sell other small items.

e. Distribute tourist information (road maps).

The filling station attendant is a job which is usually held by a man.

Below are listed the duties of a job normally held by both men and women.

SALES CLERK

DUTIES

1. Open incoming goods.
2. Put a price on all goods.
3. Put goods on shelf.
4. Keep shelves neat and clean.
5. Keep counters attractive.
6. Make displays.
7. Decorate windows.
8. Wait on customers promptly
9. Write up sales.
10. Box goods sold.
11. Make change correctly or write up charge ticket.
12. Ring up sale.
13. Answer telephone.

REQUIREMENTS

1. 18 years of age
2. Ability to read labels, prices, etc.
3. Ability to make change
4. Ability to use cash register
5. Pleasing personality
6. Show interest in customer and his wishes
7. Loyal to the business
8. Honest
9. Ability to get along with others.
10. Be clean and neat in appearance

Activity 1.

Divide your own paper into two columns. Head the first column Job Duties and the second column Job Requirements. List each of the following duties and requirements under the correct heading.

1. High school diploma
2. Meet the public
3. Filing letters on the job
4. Read names of canned goods
5. Make change
6. Sweep floors
7. Good personality
8. Change typewriter ribbons
9. Multiply rapidly
10. Deliver meat to stores
11. Drive a car
12. Work on an assembly line
13. Type 60 words per minute
14. Two years experience
15. Deliver mail
16. Must be 16-21 years old

Activity 2.

Ask a member of your family or a close friend to tell you his job duties. Write a list of these duties.

Activity 3.

Ask a fellow student who has a job to tell you his duties. Make a list of these duties.

Activity 4.

Organize discussion groups. Compare your lists of job duties. Ask your teacher to participate with you.

Activity 5.

Select one want ad from the want ads sections of the newspapers provided in your classroom. Read the ad carefully, and write down the duties of job described.

Activity 6.

Read each want ad. List the job duties and the job requirements.

Place these under the correct headings.

TELEPHONE
RECEPTIONIST

Competent typist, pleasant telephone voice, desire for self improvement and permanent position.

Must be able to greet customers, keep records and operate an office telephone switchboard.

Call Jane Mack for interview appointment at:

JOHN Q PUBLIC
259-2831

Duties	Requirements

SECURITY GUARDS--Work in town, guard business against fire, theft, and vandalism, pay in excess of $200 per week. Work out of town, pay and expenses over $300 per week. All uniforms and equipment furnished. Requirements, clean police record, good physical condition. This is an equal opportunity employer. 270-4411.

Duties

Requirements

FACTORY WORKERS-Full and part-time, 1st and 2nd shifts for light manufacturing. Students preferred. Apply: Suppliers, Inc., 408 Manfair Road, Lexington, Ky. 252-1671.

Duties

Requirements

SECRETARY----Opening requires above average secretarial skills who takes dictation and fill request for materials and mail. Prefer applicant to start immediately. Please call for interview appointment, 259-4633, Mr. Johnson.

Duties

Requirements

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Evaluation

Write answers in complete sentences on your own paper.

1. Write in your own words a paragraph explaining the meaning of job duties.

2. Here are 10 items related to the job of a painter. List only the ones that are job duties.

a strong person
mix paint
cover the surface
use paint rollers
18 years of age
drive a car
clean brushes
hard worker
use drop cloths
close buckets tightly

3-4. Here are job duties and requirements for a job. On your paper write the words, Job Duties and Job Requirements, in two columns. Then list all of the following duties and requirements under the correct headings:

1. Make out credit cards
2. Pick up trash
3. Male over 16 years of age
4. Short order cook
5. Change water in pool
6. Willing to work at night
7. High school diploma
8. Change beds properly

Evaluation continued...

5. Read the want ad and pick out the Job Duties. List only the job duties.

BOOKKEEPER---receptionist, greet customers, keep books, and answer telephone. Must have good telephone personality. Call Mr. Hancock 259-7378.

Job Duties

1.

2.

3.

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JOB
REQUIREMENTS

LEARNING
PACKET/3

75A

Performance Objectives:

The student will

1. Identify 10 job requirements and 10 job duties.
2. Classify jobs according to the type of requirement.
3. Locate the job requirements and classify them, using a want ad.
4. Write a want ad listing three job requirements.

Vocabulary	Pronunciation	Definition
senior citizen	(SEN-yor, SIT-i-zen)	Aged person
personality	(pers-n-AL-a-ty)	The distinctive character traits, attitudes, and habits of each individual
experience	(x-PER-i-enz)	Skill learned by doing
requirement	(re-KWIR-ment)	A necessity
communicate	(ko-MYU-ne-kate)	Make known to others
locate	(LO-kate)	To find
classify	(KLAS-a-fi)	To group
certificate	(sir-TIF-e-kit)	Statement that a person has met requirement
provide	(pro-VIDE)	To furnish
dependable	(de-PEND-a-bl)	Reliable

Introduction

After you complete this packet, you will know what the term job requirements means. If it is difficult for you to tell a job requirement from a job duty, refer to packet "Job Duties" for additional help.

Job requirements are skills, attitudes, and interests which you must possess in order to be able to do the work. They are needed to get the job. Examples of job requirements are:

1. age (you may have to be 18)
2. sex (male or female)
3. education (reading, math, language skills)
4. personality (getting along with others, able to meet the public)
5. interest (something you really want to do)
6. health (physical strength, good health)
7. other special requirements (owning a car, willingness to travel on your job, to work at night)
8. experience (working at a certain job for a long time)

Activity 1.

Get a sheet of paper, turn it sideways and write these seven requirements across the top: Age, Sex, Education, Personality, Interest, Health, and Other Special Requirements.

Place the following requirements under the correct title:

1. Must be a male
2. Interested in helping children
3. Have good health
4. Have a degree in Elementary Education
5. Willing to work overtime
6. At least 21 years old
7. Able to stand for long periods of time
8. Have high school diploma
9. Pleasant personality
10. Girl 25 years old
11. Must take telephone orders
12. Must have good attitude about working with animals
13. Work with senior citizens
14. Must have three years experience in auto mechanics
15. Make correct change quickly
16. Able to work in warm places

What advantage is it to you to know the meaning of job requirements? When you look at a particular job, you will be able to tell whether you could do the work or become qualified to do it. You can decide if this job is for you. You know your abilities, and you realize what you can and cannot do. You must meet the requirements of the job you seek if you are to get it.

Activity 2.

Read the following Want Ad. List all the job requirements and identify each according to age, education, sex, special health, and any other one.

WANTED CARPENTER

Must be man 18 years of age. Must have your own tools and transportation. Must be willing to work nine hours a day in bad weather. High School Graduate. Must be able to work on high buildings. Good salary and benefits.

Activity 3.

Read the want ad below. Make a list of the job requirements that you can meet.

CAFETERIA WORKER

Must be 14. Must have work permit. Must be able to handle trays efficiently. Must have a health certificate. Must be courteous. Must be willing to take orders from another worker. Must be able to follow directions. Must be dependable. Good job for right person. Health and accident insurance provided. Must be able to work without someone always telling you what to do.

Activity 4.

Ask your teacher for the filmstrip called "What Is A Job." Look at filmstrip and answer all the questions by yourself. This filmstrip will help you:

1. Get a realistic picture of what you should learn in this class.
2. See all the characteristics of jobs.
3. See that your values and attitudes are very important in any job you choose.

Activity 5.

List the job requirements and name the type of requirements for these want ads:

> PLANT WORKER--needed for year round work, must be 21 years of age, have good health and able to work outside. Excellent wages plus benefits. Apply 1562 Neighborhood Plaza.

Requirements:	Type of Requirements:
1. ______________	1. ______________
2. ______________	2. ______________
3. ______________	3. ______________

> TRUCK MECHANIC--experienced male, willing to work overtime repairing trucks. Apply in person. John Q. Public. 1305 Calcutta.

Requirements:	Type of Requirements:
1. ______________	1. ______________
2. ______________	2. ______________
3. ______________	3. ______________

> SECRETARY--Have a high school diploma, one year experience, 4 day week, Friday's off. Call 298-7544 for interview appointment.

Requirements:	Type of Requirements:
1. ______________	1. ______________
2. ______________	2. ______________
3. ______________	3. ______________
4. ______________	4. ______________

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Activity 6.

Write a want ad for any job you choose and include at least three requirements.

Types of Requirements

1. Age
2. Sex
3. Education
4. Personality
5. Special Health or Physical Requirements
6. Experience
7. Other Special Requirements

HELP
WANTED

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Evaluation

Write the answers on your own paper.

1. Think of someone you know who is working. Name the requirements for that job and classify jobs according to the type of requirements.

2. If you have these requirements, write yes or no beside them.

3. Write the type of requirement for each of these:
    a. Lift heavy boxes
    b. Meet the public
    c. Type
    d. High school diploma
    e. Two years in the field
    f. Work on swing shift

Evaluation continued...

4. There are three jobs listed below. Give one job requirement and one job duty for each.

Teacher

Requirement - ____

Duty - ____

Service Station Attendant

Requirement - ____

Duty - ____

Secretary

Requirement - ____

Duty - ____

5. Make a list of the job requirements described in your want ad and give an example of each.

The first one is done for you.

1. Age.................example - 14 years old
2.
3.
4.
5.
6.
7.
8.

WORKING
CONDITIONS

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LEARNING
PACKET/4

84n

Performance Objectives:

The student will

1. Describe the role of the employer before the organization of unions.
2. List seven ways unions work for the welfare of workers.
3. List four ways the state and national governments have helped workers.

Vocabulary	Pronunciation	Definition
vacation	(va-KASH-n)	Period of rest and play from work
conditions	(con-DISH-unz)	State of your surroundings
incentives	(in-SENT-ivs)	Anything that arouses one to action
consider	(con-SID-r)	To think over carefully
complaint	(kom-PLAINT)	A formal charge against a person
industrial	(in-DUS-tri-al)	Having to do with business or manufacturing
personnel	(pers-n-EL)	Group of persons who work in a factory or office
equipment	(e-KWIP-ment)	Supplies needed for a special purpose
union	(YOUN-yon)	A group of people joined together
government	(GUV-rn-ment)	System that directs the affairs of cities, states, nations
provision	(pro-VIZ-un)	A condition
organized	(ORG-n-ized)	Making separate parts into one united whole

Material Needed:

"Company Rules and Company Customs" Tape from "World of Work--On the Job" Kit, Mafex Associates, 111 Barron Ave., Johnstown, P. A., $249.00; or free loan, Resource Center.

Introduction

In the early days of our country as an industrial nation, employers, themselves, determined the working conditions under which the laborer worked. A worker had no choice. He could "take it" or "leave it." A worker had no opportunity to make any statement of complaint about unsafe or poor working conditions, without fear of losing his job. The only voice heard was that of the employer.

The employer set the hours, often 10 or 12 hours a day. There was no provision for insurance to cover accidents, death, or illness. If you were hurt and could not work, you were fired or, at best, received no pay.

Often children were hired and worked hard for very little pay. Buildings and equipment were unsafe. There was little or no heat in the winter.

Workers finally organized for the purpose of improving working conditions. In the 1790's and early 1800's Labor Unions were started.

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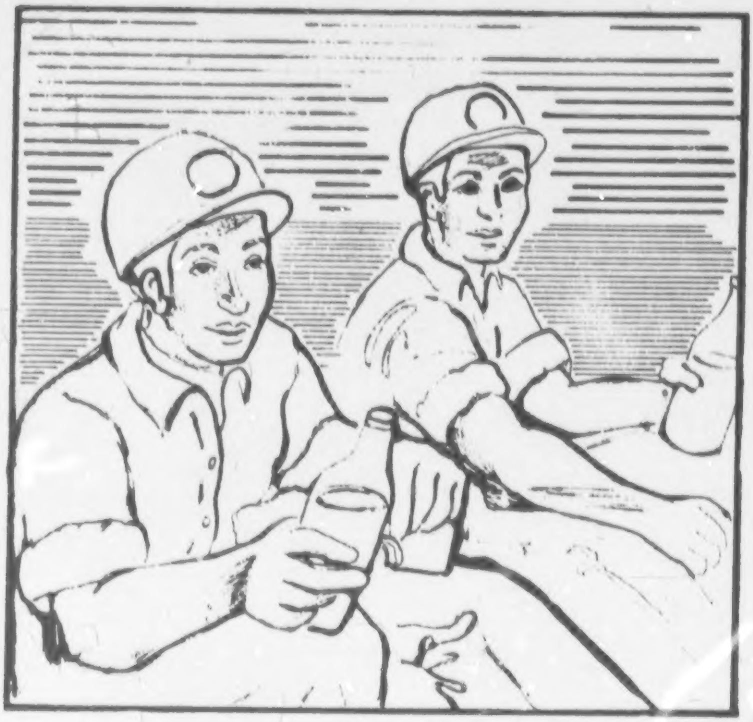

LUNCH TIME

Labor unions are groups of organized laborers who work to improve working conditions for workers. They select a leader who in turn has others to help him work for the welfare of the workers. Unions work to provide these conditions for workers:

1. Adequate salary
2. Reasonable working hours
3. Safety and health protection on the job
4. Protection from mistreatment by employers
5. Fair procedures for promotions
6. Right to complain without jeopardizing his job
7. Health insurance

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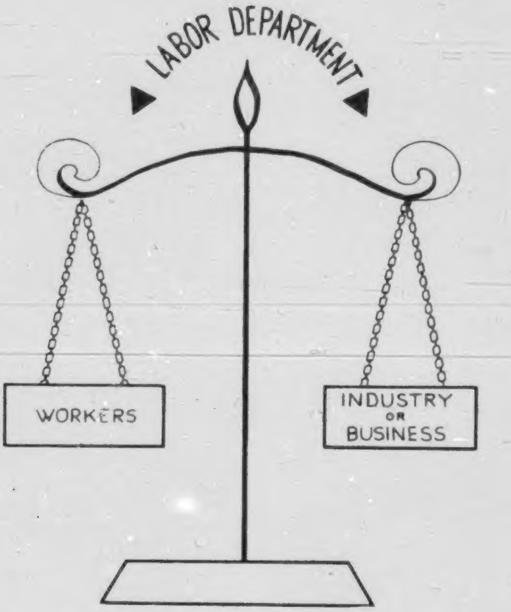
The labor departments of the states and the nation were created to help the worker. They act as "watch dogs" over industries and businesses to see that they keep the laws that are passed by Congress and the state legislatures to control minimum wages, working hours, safety laws, and minimum age. They also develop standards and policies for promoting the good of all workers. They handle workmen's compensation and help ex-service men to locate new jobs.



Today, working conditions have changed. Factories and businesses provide enough lighting, heat, clean restrooms, clean air, cooling systems, safe buildings, modern safe tools, rest breaks, health and accident insurance. Some companies also provide recreational activities. They offer a plan for self improvement and job advancement. They give vacations with pay, sick leave, and payroll savings plan. Large businesses employ people in "personnel" whose main job is to look after the good of all the workers.

Working conditions should be considered before accepting a job. Often the extra benefits mean as much to the worker as the salary itself.

Activity 1.

Listen to the tape "Company Rules and Company Customs" from the collection of tapes entitled: "World of Work--On the Job"

Activity 2.

Write a short paragraph about working conditions today.

Activity 3.

Have a member of a local union come in and talk to the class about what the union does.

Activity 4.

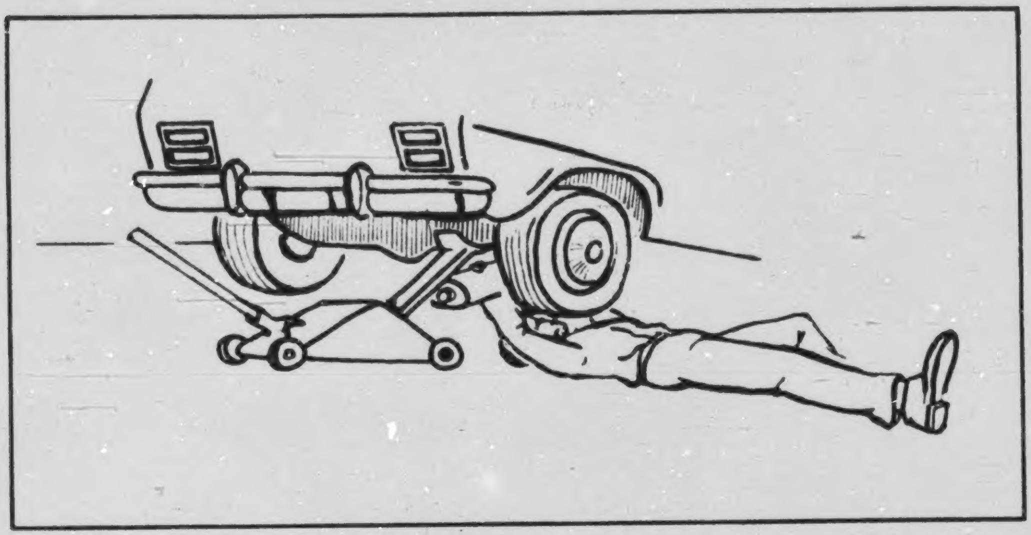
On your own paper make two columns. Write these two headings over your columns - DESIRABLE WORKING CONDITIONS and UNDESIRABLE WORKING CONDITIONS; then classify all these working conditions as either desirable or undesirable.

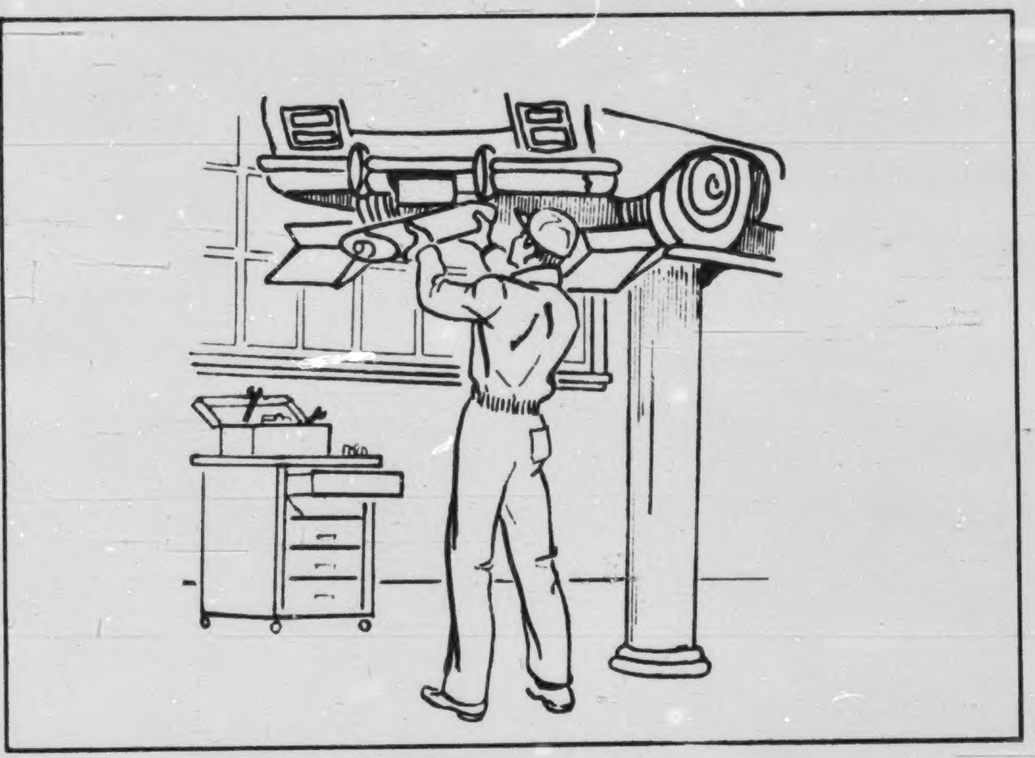
1. 10-minute break
2. Good lighting

3. Must work in 100 degree heat
4. Must work in small places
5. Air conditioned - cool
6. Long hours
7. Good cheerful colors
8. Good fellow workers
9. Unpleasant odors
10. Employer is good to his workers

Activity 5.

Study the two pictures on the next page. Describe in writing the differences in the working conditions of the two mechanics.





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Evaluation

Write answers in complete sentences on your own paper.

1. Write a definition of the word complaint.

2. Write a definition of the word personnel.

3. Describe working conditions before the labor unions.

4. List 7 ways the unions work for the welfare of workers.

5. List 4 ways the state and national governments have helped workers.

INFORMATION ABOUT JOBS

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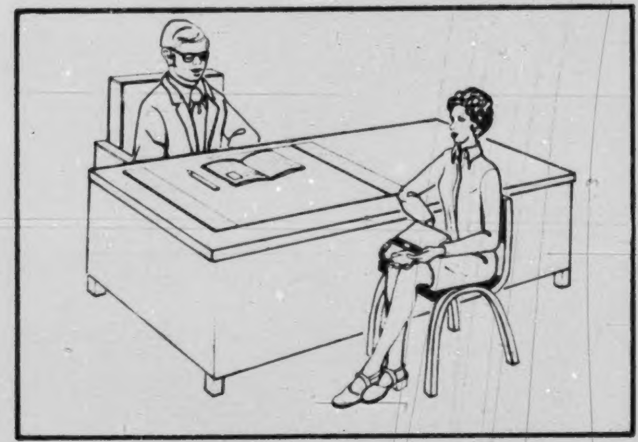
LEARNING PACKET/5

Performance Objectives:

The student will

1. List four ways to find job employment.
2. Match words and definitions.
3. Discuss the responsibilities that one job requires.
4. Use vocabulary words in complete sentences.

Vocabulary	Pronunciation	Definition
anxious	(ANK-shus)	Fearful of what may happen
related	(re-LAT-ed)	Belonging to the same family
placement	(PLACE-ment)	The finding of employment for someone
employer	(em-PLOY-r)	A person who has others work for him
vacancy	(VA-kan-si)	Being empty; unoccupied
program	(PRO-gram)	An organized plan of action
provide	(pro-VIDE)	To supply; to furnish



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Introduction

Most of you who are old enough to work are very anxious to get a job. You are not sure what to do in order to obtain work. You may be afraid that you cannot get employment. Your questions about finding a job are

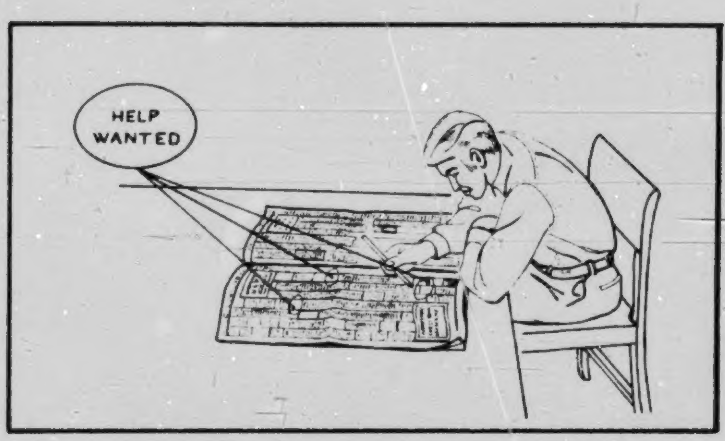
Where do I look?
What should I know?
Who could help me?
What kind of job is best for me?

Many high schools have a planned work-related program of education. This program provides job counseling and job placement. The schools do a good job of placing you because they know you well.

Other ways of finding out about job vacancies:

Through your family and friends
Through newspaper ads
The radio
By asking employers

Reread the last two paragraphs and think about them.



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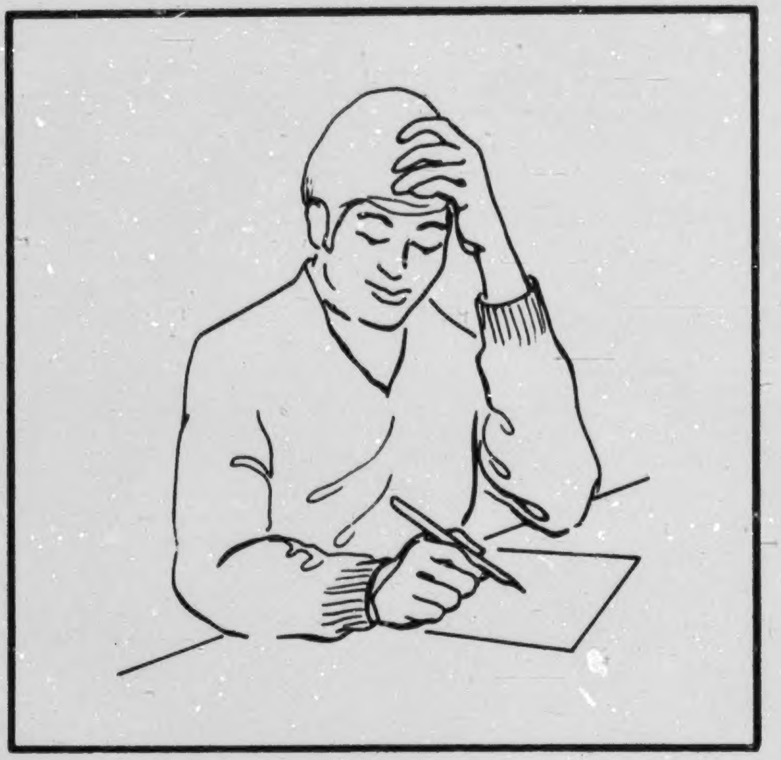

Writing a letter of application, having a personal interview, and telephoning are three ways of applying for a job. Telephoning is the poorest of the three ways. But after you have gone for an interview and filled out an application, you may telephone the employer and show your interest in the job.

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Activity 1.

Write on your own paper four sentences telling how you may find out about job vacancies.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Activity 2.

Write on your paper four questions you may ask if you are interested in finding a job.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Activity 3.

Find three job vacancies in the newspaper advertisement section and paste them on your own paper. Make sure that one of them is a job that you feel you would like to or could do.

When you know of job vacancies you should make a list of them in an organized manner. You will do this for two reasons. You will not wish to overlook a vacancy. You will also want to visit employers in the same or near areas in order to cut down on the expense of traveling. You would also wish to think about each job and decide which job you think would be best for you.

Think about these things in selecting which job you hope to get:

Interests me	Transportation is cheaper
I can do it well	My teacher agrees with me
Fits my personality	My counselor thinks I can succeed

Activity 4.

Write on your own paper the names of three jobs that have been mentioned in the packet.

____________________ ____________________ ____________________

Activity 5.

Select one job that you would like to have. Write answers in complete sentences to the following questions:

1. Why does it interest you?
2. Why do you think you can do it well?
3. Why does it fit your personality?
4. Why do you think you can succeed?

Activity 6.

View the filmstrip on "What Is Your Future in the Changing World of Work?" p. 32. Form a discussion group of five people and choose one for a leader. Discuss the main point of the filmstrip you have viewed.

Evaluation

1. On your own paper, write in complete sentences, four sources of help you might get in seeking employment.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

2. On your own paper, list in complete sentences two reasons for writing down and organizing possible job vacancies.

   a. ______________________________

   b. ______________________________

3. On your own paper, list five different kinds of jobs you discovered viewing the filmstrip.

   a. ______________ d. ______________

   b. ______________ e. ______________

   c. ______________

4. Complete these sentences with these words: anxious ability related placement vacancy provide program employer

   a. We have a good work ____________ program.

   b. Where can I find a job ____________?

   c. Our counselor will find a ____________ for me.

   d. Mr. John is a good ____________.

   e. I am ____________ to get a job.

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JOBS SKILLED and UNSKILLED

LEARNING PACKET/6

Performance Objectives:

The student will

1. List at least ten different kinds of jobs available in the community.
2. Name three jobs one should successfully fill because of individual assets.
3. Match seven out of ten vocabulary words with their definitions.
4. Classify jobs from a given list as skilled or unskilled.
5. Write a paragraph stating own qualifications for a job.

Vocabulary	Pronunciation	Definition
dependability	(di-pen-de-BIL-e-te)	Reliableness; trustworthiness
communicate	(ke-MU-ne-kate)	To make thoughts known
evaluate	(i-VAL-yu-wate)	To find the value or worth of something
punctuality	(punk-chu-AL-e-te)	Being on time
inventory	(IN-ven-tor-e)	A list of assets or main values or worth
qualifications	(kwal-e-fe-KA-shens)	Any special skill, knowledge, or ability that fits a person for a certain job
asset	(AS-set)	Anything of value that is owned by or belongs to a person, business, or organization; skills and abilities
ability	(a-BIL-a-te)	The power, strength, or talent to do something
adequate	(AD-i-kwet)	Enough to meet some need
accuracy	(AK-you-ruh-see)	Freedom from mistakes; correctness
available	(a-VA-le-bl)	Handy; can be obtained
attitude	(AT-e-tude)	Feeling or mood; frame of mind

G OWENS, CURR DEV CNTR., U.K - 1027-24

Introduction

Working can be fun if you have a job that you like. Each year, many young people in your community learn job skills and begin working. Soon you may be one of these people. You should begin thinking now about the kind of work you would like to do. Knowing what you would like to do will help you determine how to get ready for your job. There are many things you can do while you are still in school that will help you be a better worker.

Before you begin looking for another job or ever start your first one, you need to know what you have to offer an employer.

Think about the following assets:

- Good Attitude
- Good Health
- Dependability
- Friendliness
- Punctuality
- Usable Skills
- Accuracy
- A Desire to Work
- Pleasing Personality
- Neat, Clean Appearance
- Ability to Communicate
- Adequate Education
- Job Experience

Activity 1.

Write answers in complete sentences on your own paper.

1. What are your strongest assets?
2. Which of your assets need to be improved?
3. What kind of work can you do?
4. What kind of work would you like to learn to do?
5. Which of your assets will help you get a job?

Activity 2.

Measure your assets by answering "yes" or "no" to these questions; write answers on your own paper.

1. Can you drive a car?
2. Can you operate farm machinery?
3. Can you write neatly and legibly?
4. Can you sew? Have you ever used an electric sewing machine?
5. Are you quick with your hands?

6. Are you good with numbers? Can you "make change" quickly?
7. Do you like to work with machines?
8. Are you a good mechanic?
9. Can you use a power saw?
10. Can you draw or sketch pictures?
11. Can you type?
12. Can you use other office machines?
13. Do you like to work with animals?
14. Do you like to talk with people?
15. Do you like to work outdoors?
16. Are you a good cook?
17. Can you read recipes?
18. Do you like to take care of small children?
19. Do you like to clean and make beds?
20. Do you like to care for animals?
21. Do you like to care for plants, gardens, and yards?
22. Are you good at arranging flowers?
23. Do you like to paint buildings?
24. Do you like to serve food?
25. Can you drive a truck?
26. Do you like to help with the sick?
27. Would you like to sack groceries and put up stock in a grocery?
28. Would you like to be a delivery man?
29. Would you like to be a nurse's aide?
30. Do you like to barber or shampoo hair?

You and Your Occupation

Do you know that there are thousands of different kinds of jobs in the world? Every day new ideas make more new jobs. Among these, there are many different jobs for you.

How can you find the occupation that will fit you best? How can you decide what kind of job you will like best?

Before you choose an occupation, you should know something about the kinds of job choices available. There are three general kinds of jobs: unskilled, semi-skilled, and skilled.

Strength is needed for most unskilled jobs. The unskilled worker should be a person who does not get tired easily. Building laborers, warehousemen, truck drivers' helpers, janitors, and household workers have unskilled jobs.

Semi-skilled workers are trained on the job. Office machine operators, gasoline station attendants, sales clerks, receptionists, waitresses, and truck drivers all have semi-skilled jobs.

Some special knowledge or ability is needed for the skilled occupations. One usually needs to go to a special school to learn these skills. Policemen, barbers, appliance repair workers, beauticians, stenographers, and nurses all have specially skilled jobs.

Activity 3.

Copy the headings below on your own paper; number your paper as numbered below, and check the correct answers. The first is done for you.

Occupation	Semi-Skilled or Unskilled	Skilled
1. fountain clerk	x	
2. post office clerk		
3. carpenter's helper		
4. bus boy		
5. brick layer		
6. barber		
7. nurse's aide		
8. truck driver		
9. teacher		
10. chef		
11. tailor		
12. auto mechanic		
13. beautician		
14. veterinarian		
15. seamstress		
16. filling station attendant		
17. night watchman		
18. butcher		
19. machine operator		
20. landscaper		

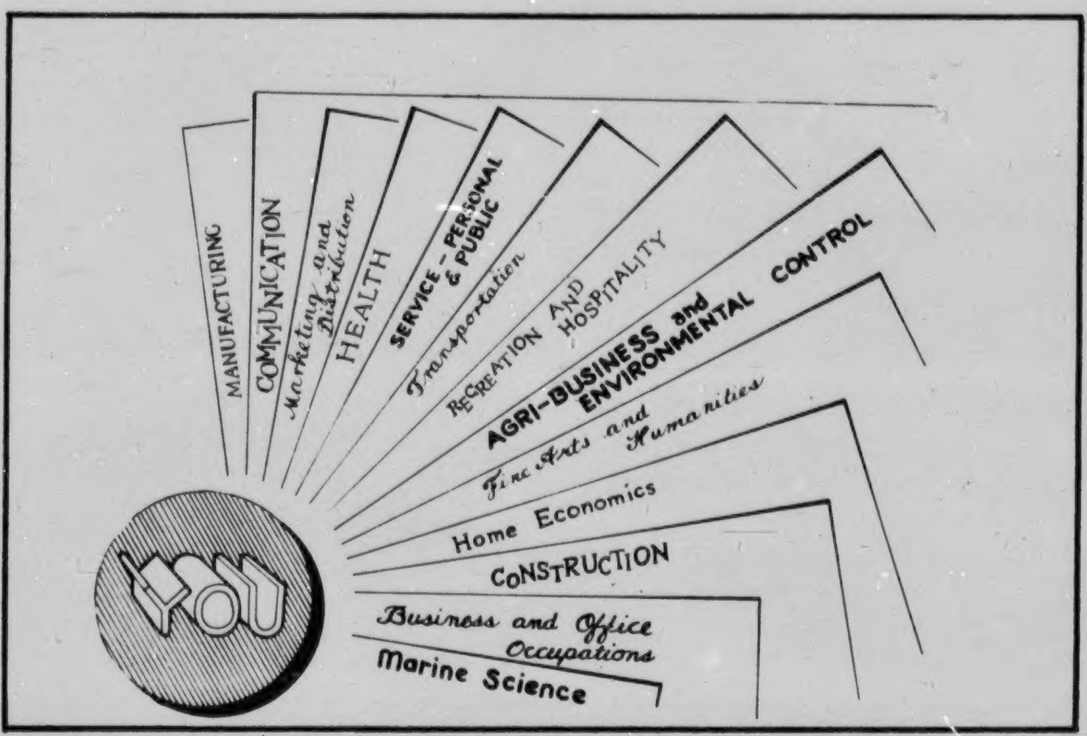
Activity 4.

Select one job that you would like to have and write one paragraph, using complete sentences, describing your assets or qualifications for this job. Write the paragraph on your own paper.

Reread your paragraph before handing it to your teacher and double-check your English grammar. Make sure you have stated clearly what you wished to say.

Remember these rules in writing your paragraph:

1. Begin each sentence with a capital letter.
2. Put the correct punctuation at the end of each sentence.
3. Make all of your sentences tell about your subject.
4. Indent your first sentence.


MANUFACTURING
COMMUNICATION
Marketing and Distribution
HEALTH
SERVICE - PERSONAL & PUBLIC
Transportation
RECREATION AND HOSPITALITY
AGRI-BUSINESS and ENVIRONMENTAL CONTROL
Fine Arts and Humanities
Home Economics
CONSTRUCTION
Business and Office Occupations
Marine Science
YOU

G OWENS, CURR. DEV CNTR, U.K.-1027-22, AFT 1244-8

Evaluation

Answer these questions on your own paper.

1. List ten different kinds of jobs available in your community.

a. ____________________ f. ____________________

b. ____________________ g. ____________________

c. ____________________ h. ____________________

d. ____________________ i. ____________________

e. ____________________ j. ____________________

2. List three jobs that you feel you would like to do.

a. ______________ b. ______________ c. ______________

3. Match these definitions with the correct words.

assets
ability
adequate
available
punctuality
communicate
dependability
evaluate
attitude
inventory

a. the talent to do something
b. enough to meet a need
c. to exchange thought
d. being on time
e. can be gotten
f. to find the worth of something
g. feeling or mood
h. ability to be relied upon
i. skills and abilities
j. a list of goods

Evaluation continued...

4. List these jobs under the correct heading.

	Skilled	Unskilled
fountain clerk		
butcher		
custodian		
brick layer		
veterinarian		
beautician		
sheriff		
truck driver		
carpenter		
cabinet maker		

5. Write a paragraph on why you think your self-inventory qualifies you for a particular job.

EDUCATION NEEDED FOR A JOB

LEARNING PACKET/7

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109A

Performance Objectives:

The student will

1. List the two subjects which you study that will best help you in holding a job.
2. Identify job requirements which include math and reading skills.

Vocabulary	Pronunciation	Definition
communication	(ka-mu-ni-CA-shun)	Exchange of thought between persons
subjects	(SUB-jikts)	Courses that you take at school
education	(ej-a-KA-shun)	Schooling; learning
determine	(de-TER-min)	To settle or decide on something
customer	(KUS-tum-er)	A person who buys
manufacturer	(man-ya-FAK-cher-er)	A person who employs workmen in the making of things
purchase	(PUR-chez)	To buy for a price
instruction	(in-STRUCK-shun)	Directions or commands
fabric	(FAB-rik)	A cloth

Introduction

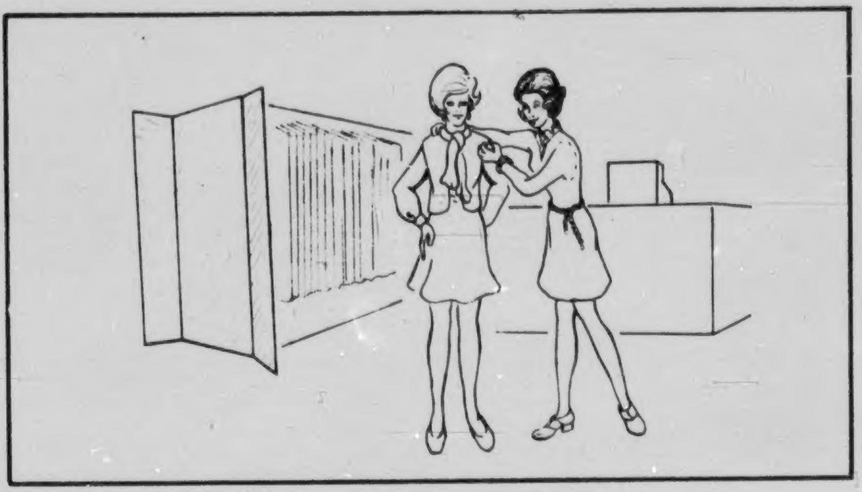
The first step in preparing for work is getting an education. When you go to work, you will find that you must be able to read in order to do most jobs. The term reading in this packet will include writing, spelling, and English skills. You must also have math skills. Math and reading are the two subjects that will best help you to get ready for work. How well you learn to read and do math will determine the type of job you can get.

This packet will help you to see how education and work are related. You will see how the subjects studied in school help you to become ready for work.

Material Needed

Filmstrip - "Stocker in a Supermarket." Eye Gate Films No. 117B, Free loan, Resource Center ("Occupational Education"--No. FS-G-O-1).

Look at the saleslady in the picture below. How will she use reading and math to do a good job?



She is trying to sell a dress to a customer. The saleslady will need to know these things:

1. The types of dresses in the store
2. The names of the manufacturers
3. How to make correct change
4. How to figure sales tax
5. The types of fabric: cotton, rayon, polyester, etc.
6. How to figure the amount of purchase
7. The correct size
8. How to spell common names
9. Laundry instructions
10. How to fill out purchase orders

Activity 1.

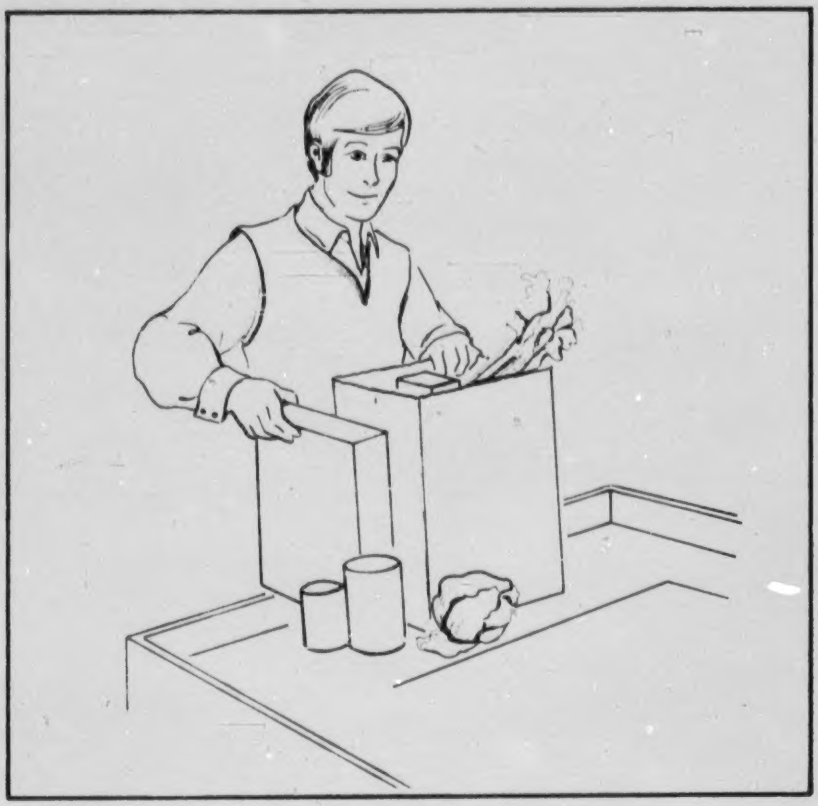
Number your paper from one to ten. Look on page 112 and re-read the items which the saleslady needs to know. Decide whether reading or math will help her to do each. Then write reading or math beside each number.

Example:

1. reading
2.
3.
4.
5.
6.
7.
8.
9.
10.

Activity 2.

View the filmstrip "Stocker in a Supermarket" by Eye Gate Film #117B. Have a class discussion on how reading and math will help this man.



Here is a picture of a young man who is employed at a food market. His job duties are unloading the truck which brings goods to the store, stamping prices on the goods, putting goods on shelves, bagging groceries, bringing the carts inside the store, and cleaning the floors. He too, must have reading and math skills. He will get fired if he places peaches on the shelves with the green beans, or places ice cream in the space in the refrigerator where sherbert should go. He can be successful without being able to do math and read as well as the saleslady. However, he must have some math and reading skills. Think how these skills will help him.

Activity 3. (Provide your own paper.)

Write how reading will help this young man to do a better job.

Activity 4.

Write how math will help this young man do his job well.

Activity 5.

Choose one job from the list below, and write the ways that this worker would use math and reading.

1. Auto mechanic
2. Waitress
3. Carpenter
4. Nurse's aide

Activity 6.

Select one of the jobs advertised in the ads below and list ways the worker would use math and reading.

GRILL COOK opening on our evening shift, full-time with excellent wages for the right person. Also, part-time waitress needed. Apply in person: 809 New Circle Road.

LOCAL AGENT needs help. Training program for young men who are interested in a career as a truck driver. Also, need help in our expanding local crew, starting pay $225 with raises, part-time or full-time. Apply 207 Anchorage Blvd. GREAT MID-WEST.

Evaluation

Write the answers on your own paper.

1. Write the names of the two subjects you study in school that will help you the most in holding a job.

2-5. Read the ten requirements of a department store salesclerk given below. Then do the exercise.

A department store salesclerk must know:

1. Different brands of televisions
2. Different brands of steros
3. Different brands of mattresses
4. How to figure the amount of carpet to cover a specific area
5. The price of cash sales
6. The cost of time payment balances
7. The materials from which carpets are made
8. How to figure sales tax
9. How to fill out purchase orders
10. How to make correct change

Number your paper from 1 to 10. Write after each number the word reading and/or math, whichever corresponds with each requirement listed above.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

SPECIFIC ABILITIES

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LEARNING
PACKET/ 8

Performance Objectives:

The student will

1. List three sources of where and how to acquire general skills which apply to several jobs.
2. Select a specific job and list the chores for that job in sequential order.
3. List seven basic skills common to many jobs.

Vocabulary	Pronunciation	Definition
acquire	(a-KWIRE)	To gain or get by one's own efforts
abilities	(a-BIL-a-tees)	Skills or powers to do certain things
observe	(ob-ZERV)	To pay attention to; to watch
sequential	(se-KWEN-chel)	Following an order of events in time
general	(JEN-r-al)	Taken as a whole
performing	(per-FORM-ing)	Accomplishing; doing
related	(re-LATE-ed)	Connected in some way

Materials Needed:

Film - "It's Your Future." 16-T-I-1, 13 minutes; free loan from Resource Center for SVE Teachers. "Checklist of Skills Common to Many Jobs," p. 37, Part I, Unit C, Occupational Notebook Program, Teacher's Guide

Materials Needed continued

Occupational Notebook Program, Teacher Guide, p. 27, Part I, Unit C--
"Checklist of Basic Skills Common to Many Jobs"

All materials available from:

Resource Center for S.V.E. Teachers
Curriculum Development Center
151 Taylor Education Eldg.
University of Kentucky
Lexington, Kentucky 40506

Introduction

In order to prepare for a job, you will need to know where and how to acquire the needed skills. You must learn these before you enter the world of work.

Your skills are the abilities which you have that help you do your job well. Acquiring skills comes through training or practice. There are things that you may learn here at school, at home, and on field trips that will help you to develop general skills important on many jobs. At school and at home, you may have learned and practiced the art of sweeping, mopping, and keeping things sorted and in order. You probably never thought that "sweeping" is a skill and that you have to learn it.

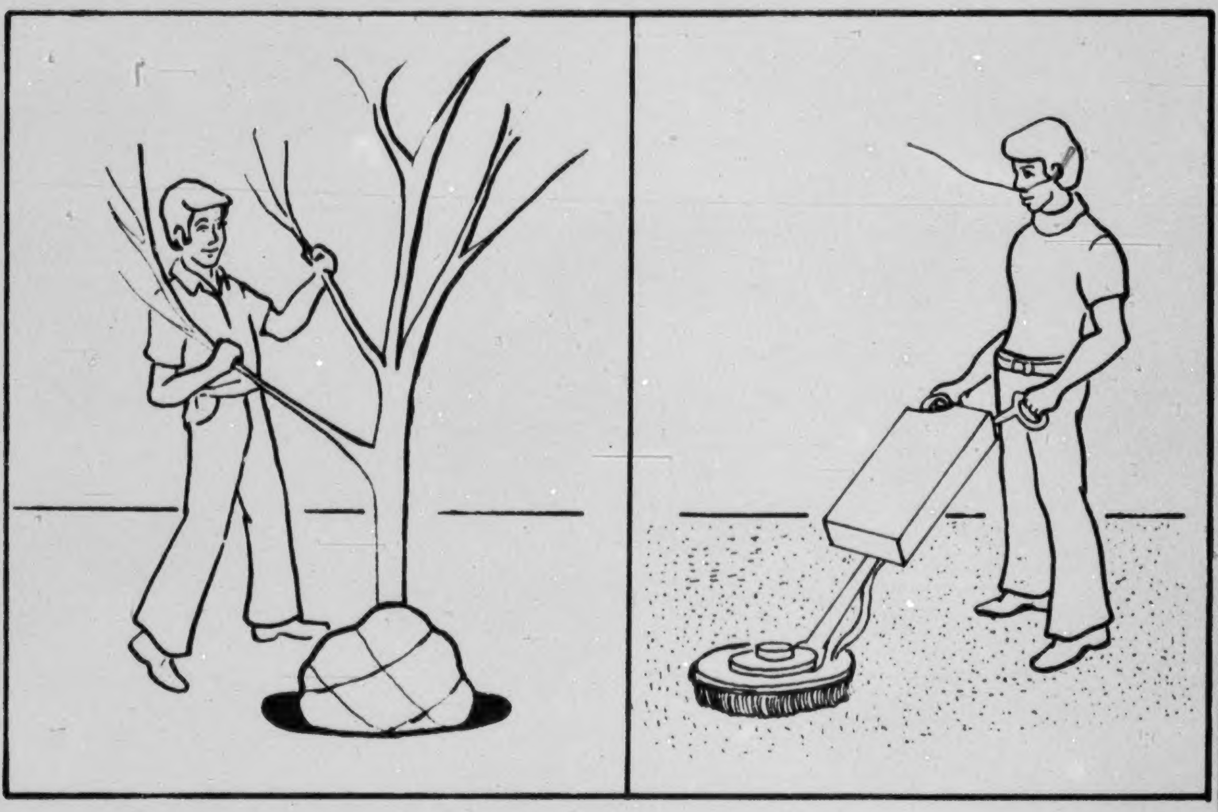
There are many jobs which require the ability to listen, observe, follow directions, and perform manual skills such as replacing tools, sweeping floors, washing windows, putting like things together in drawers or on the shelf, and performing tasks in sequential order. (Sequential order means doing things in orderly steps.) For example, if you are given the job of washing dishes, these are the sequential steps you would take:

1. Scrape dishes and stack
2. Fix dish water, add detergent
3. Wash dishes
4. Rinse dishes
5. Dry dishes
6. Put dishes in cabinets

Skills such as listening, observing, following directions, working in sequential steps are important in all jobs.

Activity 1.

On your paper write six general skills which you will need on a job.



Activity 2.

Select two of the following jobs, and in sequential order list the steps you would take to perform each job.

1. Mow grass
2. Clean the bathroom
3. Make a bed
4. Put a box of items on the shelf in their correct places

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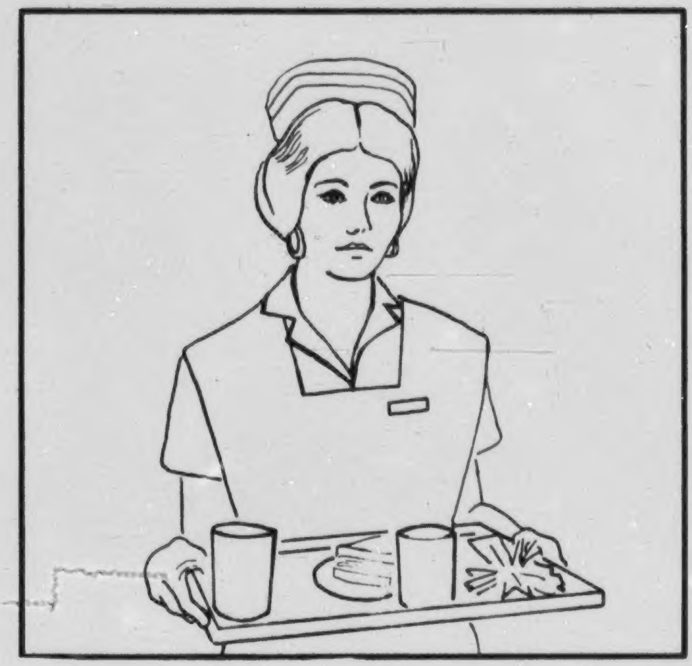
One good source of finding out about specific abilities or skills is the vocational school. You may observe people in training at a vocational school using skills in the following areas:

1. Appliance repair
2. Welding
3. Auto mechanics
4. Building trades
5. Industrial electricity
6. Health occupations
7. Drafting

Activity 3.

Plan with your teacher a field trip to the vocational school for the purpose of observing students using skills in the various areas listed above.



Activity 4.

List two areas of work at the vocational school that interest you. List also the skills you think you would need to do each kind of work.

Activity 5.

Ask your teacher to observe and criticize your sweeping of the sidewalk.

Activity 6.

Obtain from your teacher the "Check List of Basic Skills Common to Many Jobs" and follow the directions given.

G OWENS, CDC, UK, APT 1244-7

Evaluation

(Provide your own paper.)

1. Write three sources of learning (where and how to acquire general skills) which apply to several jobs.

2. List seven basic skills that apply to many jobs.

3. Choose a job in which you are interested and list the chores for that job in sequential order.

4. List four general skills that you could practice at school and at home that will help you on a job.

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PREVIOUS EXPERIENCE

LEARNING PACKET/9

Performance Objectives:

The student will

1. List six values of part-time work.
2. List seven jobs that are in a great demand in his community.
3. Explain in writing the meaning of a day's work for a day's pay.

Vocabulary	Pronunciation	Definition
basic	(BA-sik)	necessary
profession	(pro-FESH-n)	an occupation requiring lengthy educational training
value	(VAL-u)	real worth

Materials Needed:

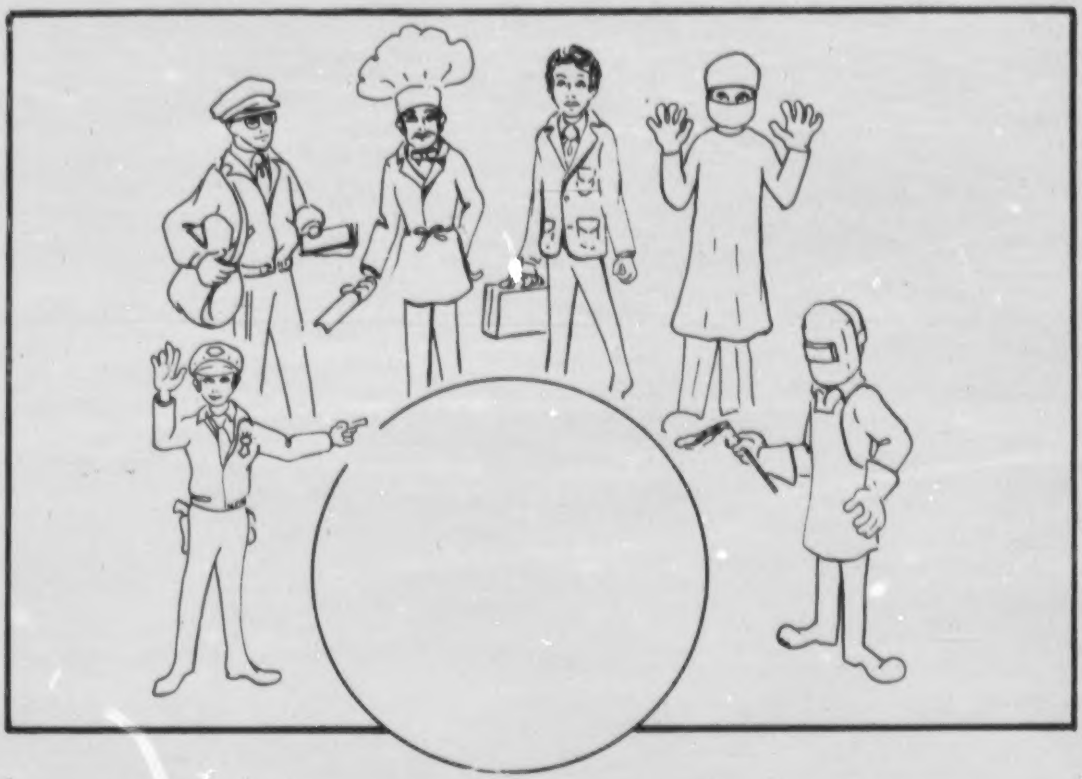
"Life Career Game" G-C-L, p. 33 of Resource List

Available from:

Resource Center for S.V.E. Teachers
Curriculum Development Center
151 Taylor Education Building
University of Kentucky
Lexington, Ky. 40506

Introduction

No matter what type of work you do, as long as it is honest work, it is good. From the cleaning woman and ditch digger to the space scientist and doctor, all types of work contribute in some way to making our lives better. Towns and communities cannot exist without all types of workers. The ditch digger, the plumbers, the painters, public service workers, doctors, teachers, lawyers, and many other workers all depend upon each other for help in getting their jobs done and bettering their personal life. Training and skills are related to jobs and salaries. However, there are instances where the most educated do not receive the highest pay and are also among the unemployed. Sometimes the job market is filled. Sometimes the demand is greater for the skilled and semiskilled which increases their salaries above that of some professional workers.



We can hardly find a painter, an electrician, a large machine operator, a beautician, a carpenter to do small repairs, a cook, or a man to cut large lawns, without a job. Anyone skilled in these areas can almost name his own price for doing these jobs.

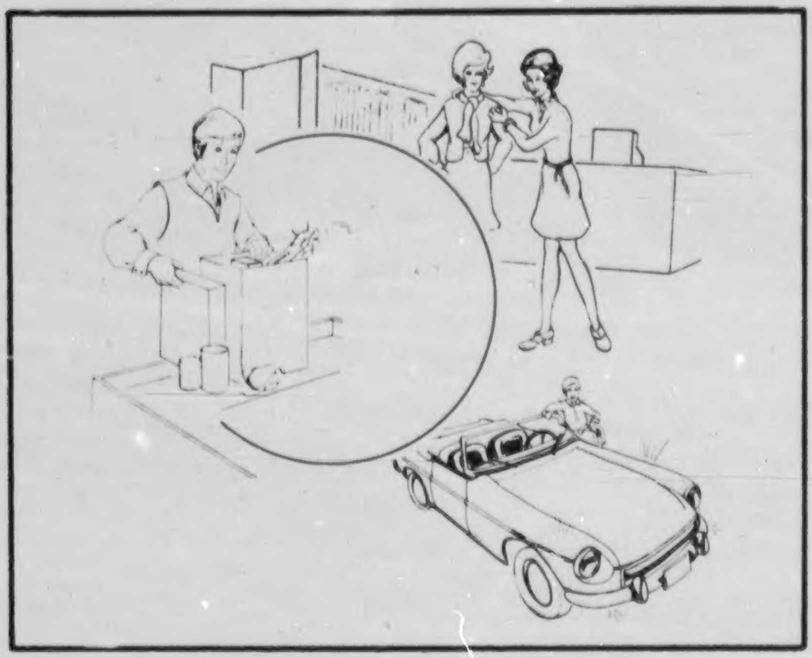
Part-time work is very helpful to you. If you are in a Work-Related Program, you probably have questions about why some of the students are working. Why is working part-time a part of the school program? What do you get from the experience of a part-time job?

Part-time work will help you:

1. Get to know others and cooperate with them in getting the job done.
2. Learn how to communicate and make friends with others on the job.
3. Learn to get along with other workers.
4. Develop skills which will be useful to you throughout your life.
5. Build a sense of pride in yourself and your work.
6. Improve your personality.
7. Improve your attitudes about your work, school, and community.
8. Develop a deeper interest in the world of work.
9. Develop an appreciation for your level of work whatever it may be.

10. Improve in handling situations that are frustrating to you.

11. Permit you to earn as you learn.



Activity 1.

Decorate a bulletin board with part-time jobs.

Activity 2.

On your paper write how a part-time job can help for a life time.

Activity 3.

Number your paper from 1 to 11 and list the values of part-time work.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.

Activity 4.

Play "Life Career Game."

Activity 5.

Discuss what good there is in "Making Friends on the Job."

Evaluation

Write the answers on your own paper.

1. Give the definition of the word value.

2. Write six values of part-time work.

3. From the list below, select and write the names of seven workers you think are hard to find in your community.

    carpenter
    plasterer
    painter
    bricklayer
    carpet layer
    plumber
    window glacer
    door hanger
    floor sander
    tile setter

4. Write several sentences explaining what is meant by an honest day's work.

5. What values received from being a part-time grocery stock boy may help you later to hold a job as an auto mechanic?

PART-TIME WORKERS

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LEARNING PACKET/10

129A

Performance Objectives:

The student will

1. List at least two reasons the program will help.
2. Correctly use vocabulary words in this packet.
3. List two ways a part-time job will help you to succeed on a full-time job.
4. Alphabetize words taken from the vocabulary listing.

*Note: Use your own paper for written exercises.

Vocabulary	Pronunciation	Definition
education	(ej-u-KA-shun)	Learning; schooling
succeed	(suc-SEED)	To do well
observe	(ob-ZERV)	To watch
habits	(HAB-its)	Actions learned by doing many times
develop	(de-VEL-op)	To grow more advanced or more nearly perfect
experience	(ex-PER-i-ence)	Skill or knowledge gained by actual doing
alphabetical	(al-pha-BET-i-cal)	Arranged according to the letters of the alphabet

THE PART-TIME JOB IS YOUR OPPORTUNITY

Introduction

A work-experience education program is an educational program where you are learning in the classroom and also learning on the job. This is a good program because:

1. You can make money while you are learning job skills.
2. You are guided into jobs.
3. You can choose the one in which your abilities and interests will help you to succeed.
4. You can observe and "try out" before you are finally placed.

This kind of job is called a part-time job. You are called a part-time worker. You acquire skill training on the job. You develop the kind of work habits which will make for success. These skills and habits will help you when you get fulltime employment.

G Owens, Curr. Dev. Cntr. U.K-1027-35

Note: Provide your own paper for these exercises.

Activity 1.

Write in sentences two reasons why the work-experience education program is good for you.

1. ____
2. ____

Activity 2.

Study the vocabulary words and their definitions. Then work the following activity.

Write the answers to these riddles. Use words from your vocabulary list.

1. When you go on a job you wish to do well. If you please the employer, you will be happy. You will ____________________.
2. At first I am not a part of you. If you do me many times, I become a part of you. You can kick me but I am hard to get rid of. I am ____________________.
3. In your school program you work part time to get me. I am _____________.
4. I help you to make good habits. As you do this you grow and grow in skills. I am ________________________.

You may wonder what kind of jobs one can do just part of the time. You may like to know which kinds of businesses hire part-time help. Some of these sell foods. Some are stores, laundromats, hospitals, filling stations, schools, farmers, painters, and others. Below are listed some other names of part-time jobs.

PART-TIME JOBS

- stock boy
- painter
- cleaner
- caretaker of yards
- filling station worker
- custodian
- trucker's helper
- cook
- dishwasher
- farm helper
- waiter
- floral worker
- usher

PART-TIME
HELP
WANTED

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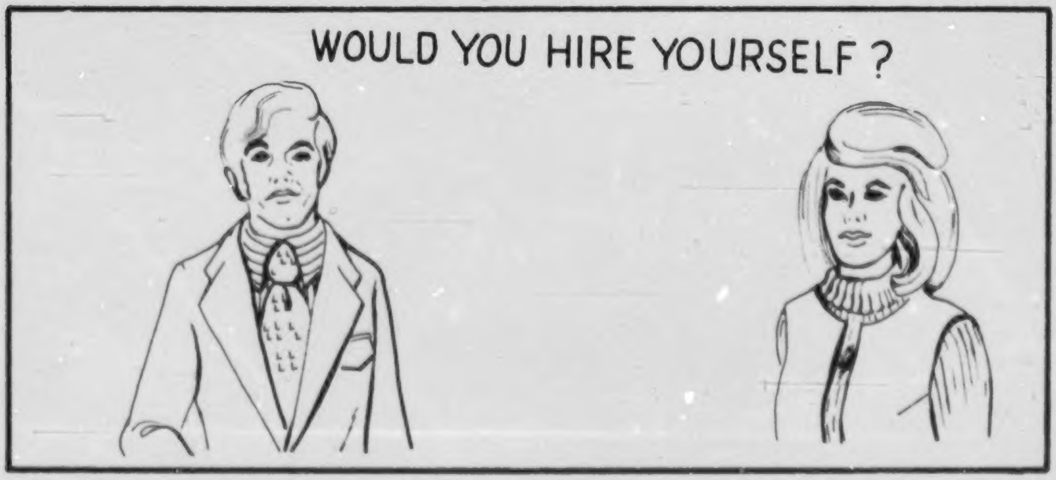

WOULD YOU HIRE YOURSELF ?

Activity 3.

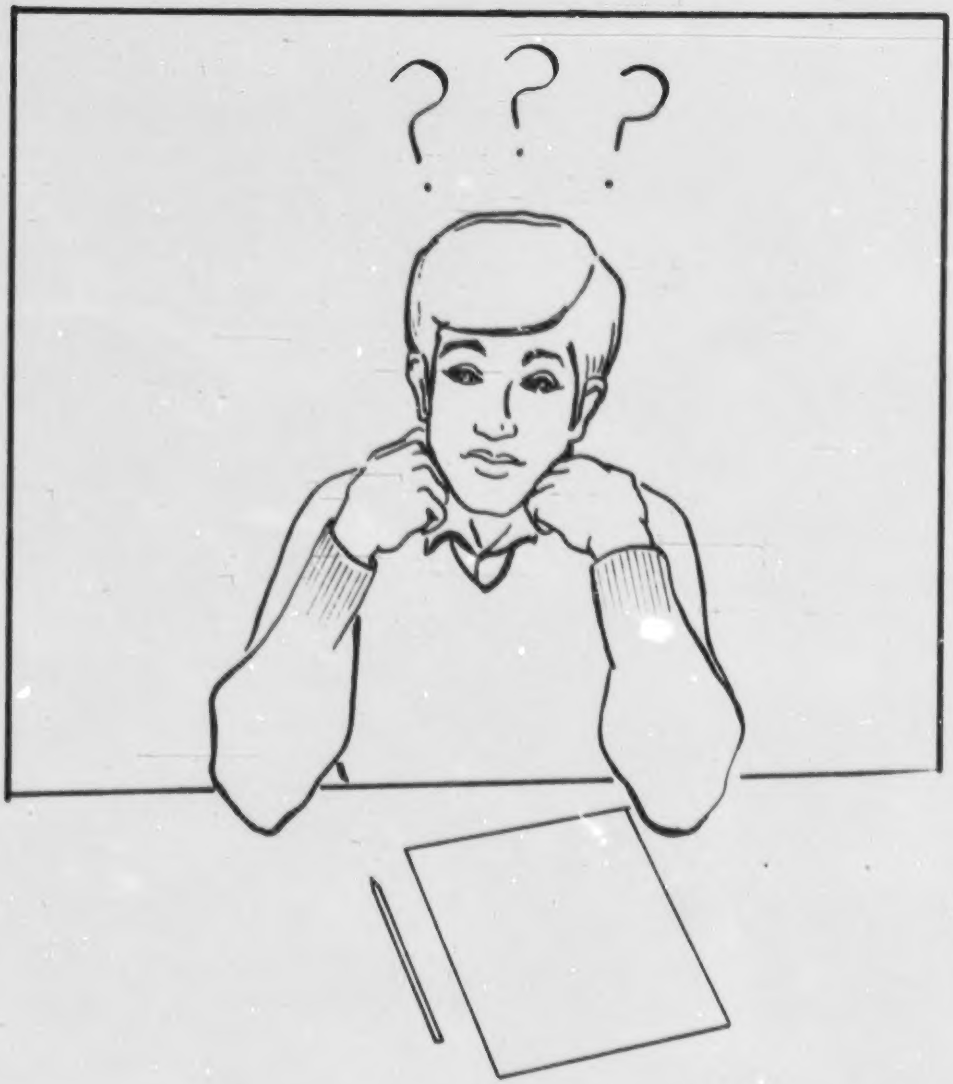
It is good to know how to write words in alphabetical or a,b,c, order. If you learn to do this you may work some day as a filing clerk. Write the jobs written in the box on page 133 in alphabetical order.

Before your teacher tells the person at the head of the work-experience program that you are ready for a part-time job, there are some things which you should do. Can you think of these? You should look at yourself and answer these questions:

1. Do I really want a part-time job?
2. Am I willing to do a job the best that I can?
3. Can I be pleasant most of the time?
4. Can I listen and follow directions?
5. Am I willing to do what I am asked?

If you can answer "Yes" to these questions, you are ready to be taken on field trips to observe workers doing different kinds of work. Your teacher has to feel that the answer is "Yes" before he recommends you.

G Owens, Curr. Dev. Cntr. U.K.-1027-37



Activity 4.

Write a paragraph on "My Thoughts Before Observing Workers On The Job." Be sure to remember the rules for writing a good paragraph.

G. Owens, Curr. Dev. Cntr. U.K-1027-36

Evaluation

1. Write in complete sentences why you think a work-experience educational program is good for you.

   a. ______________________________

   b. ______________________________

2. Write in alphabetical order the following words:

   painter

   cleaner

   cook

   farmer

   waiter

   custodian

   trucker

   filling station

   usher

   dishwasher

   observe

   habits

   experience

Evaluation continued...

3. On your paper copy these words and their meanings, and match each definition with the correct word by drawing a "line" from the word to the meaning.

education
develop
alphabetize
habit
experience
observe

1. really doing a skill to learn it
2. learning, knowledge
3. in order of the a,b,c's
4. to grow, to make usable
5. a way of doing things without thinking
6. to watch

4. Write on your paper how a part-time job can help you.

EMPLOYER — EMPLOYEE

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LEARNING
PACKET/ II

Performance Objectives:

The student will

List and define nine qualities an employer expects of an employee.

Vocabulary	Pronunciation	Definition
cooperation	(ko-op-r-A-shun)	The joining of others in doing a job
initiative	(i-NISH-a-tiv)	Seeing what needs to be done and doing it
willingness	(WILL-ing-ness)	Having no objections
enthusiasm	(in-THU-ze-az-m)	A strong interest
acceptance	(ak-SEP-tanz)	An act of approval
criticism	(KRIT-a-siz-m)	A careful judgment
loyalty	(LOY-al-ty)	Faithful; true
company	(KUM-pa-ny)	A business firm
merit	(MER-it)	To earn by service

Materials Needed:

Three teacher-made tapes of employers relative to employer-employee expectations.

Filmstrip and cassette: "Trouble at Work Series: Hazing," Guidance Associates. Free loan, Resource Center for SVE teachers.

Introduction

When you go on a job you must make money for your employer or he will not be able to pay your salary. Other than performing a day's work for a day's pay, your employer will expect these things from you:

1. Cooperation
2. Honesty
3. Dependability
4. Enthusiasm
5. Willingness to learn and improve
6. Loyalty
7. Acceptance of criticism
8. Willingness to follow directions
9. Initiative

Activity 1.

Study each quality and its definition.

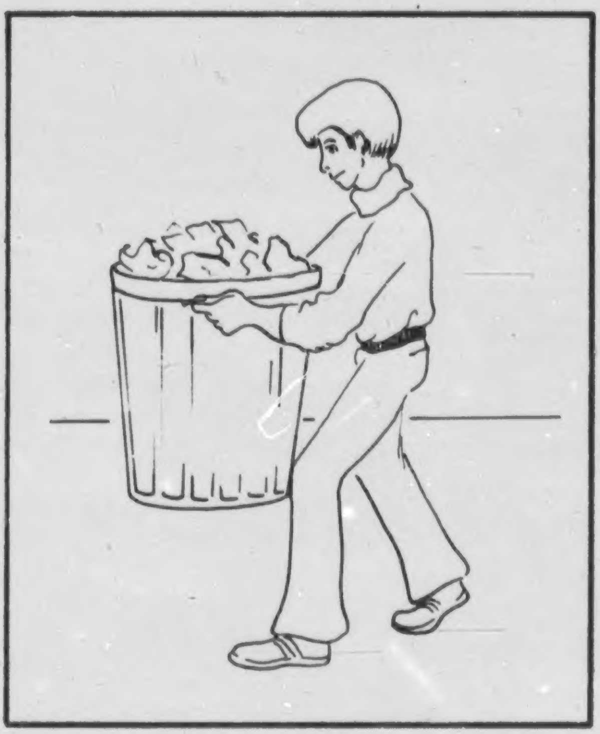
cooperation	Working with others to get a job done
initiative	Doing more than you are required
willingness	Doing what you are asked pleasantly
enthusiasm	Showing interest and excitement
acceptance	Received with favor or approval
criticism	Judgment of work both good and bad qualities
loyalty	Faithful and true

Now let's study each one more carefully.

Cooperation:

The employer pays your salary; therefore, he has a right to expect your full cooperation. This means that you will try to get along with everyone that you work with--your boss and others with whom you come in contact.

One of the best ways to show your cooperation is to offer to help other employees if your duties are finished. In all jobs there are certain tasks that nobody likes to do. The employee who is willing to do these tasks will make a good impression on the boss and also gain the cooperation of his fellow workers.



There are many duties
that nobody likes to do.
But if you do them, you
will Make a Good Impression
on the Boss.

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Activity 2.

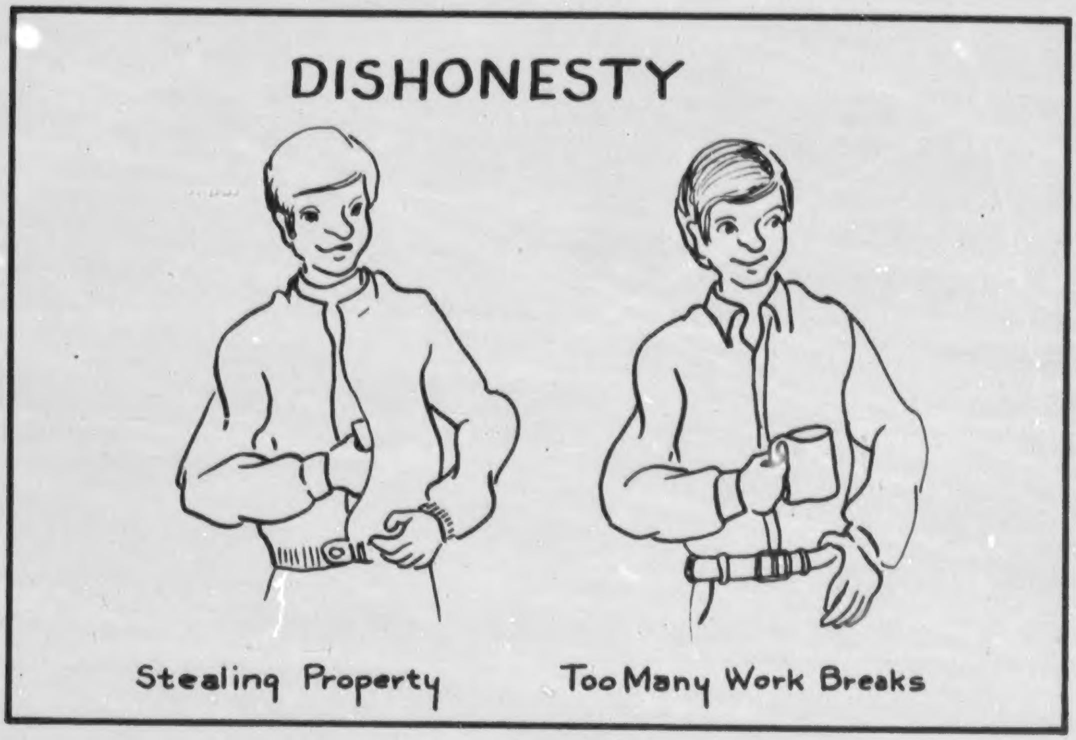
Ask your teacher for the filmstrip and cassette on "Hazing" from Guidance Associates. Be sure that you listen to the side of the cassette with the audible signal.

Here are the questions to answer after seeing the filmstrip. Answer these on your own paper:

1. Does Nick have a real complaint?
2. Does he know that all new employees are required to do these duties?
3. Do you think any new man on the job should expect to do what his boss tells him even if he does not think that he should?
4. Bill is tough on Nick. Do you think Bill is trying to help Nick be a good mechanic?
5. Do you think Nick will quit?
6. Does Nick understand that he is a new man and every new man must do certain things?

Honesty:

On any job you are expected to be honest with yourself, your employer, and with the company. Dishonesty comes in many forms. Some workers cheat (or steal) from their employers by stopping work before their day is over. They steal 10, 15, or 30 minutes daily from the company by doing this. An honest employee would be on the job a few minutes early in order to be ready for work at the starting time. If you are really honest, you will not only stay on the job but will work during working hours. You are paid for your time and work--it belongs to the employer. Stealing time costs him money. Another form of dishonesty is stealing property from the employer. Property includes small items, even pencils, as well as large items. You need to fully understand what stealing is. Stealing is the taking of anything without the owner's consent.


DISHONESTY
Stealing Property
Too Many Work Breaks

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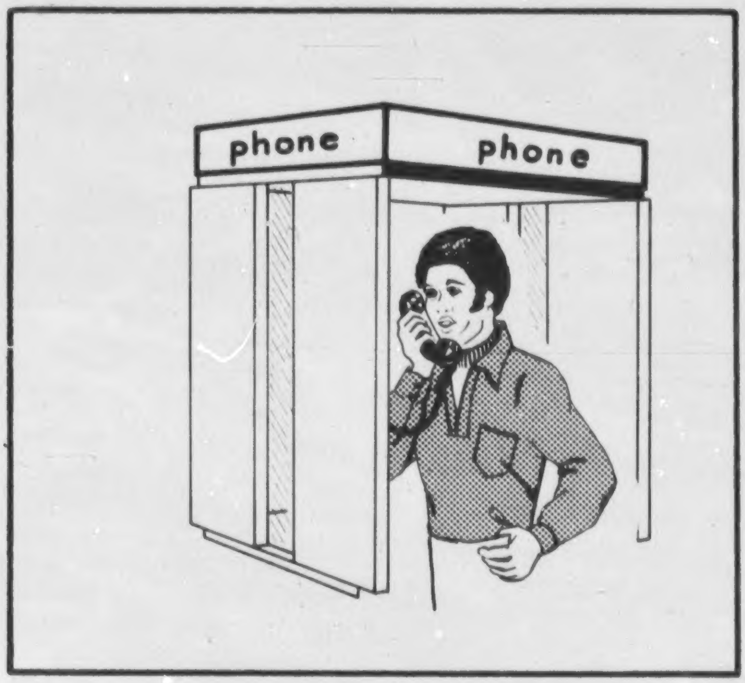
Dependability:

Dependability means that you can be counted on to do what you are asked whether the boss is there to see you or not. You will be counted on to be on the job daily and on time daily. If there is an emergency and you cannot report for work, be sure and notify your employer about your absence as early as possible. This gives him an opportunity to find a substitute for you. Whatever job you are supposed to do, you must see to it that the job is done and done well. Don't expect someone to stand over you to make you do the work well; be dependable.



Enthusiasm:

Enthusiasm means that showing of interest and excitement over what you are doing. An employer likes an employee who likes his work and shows

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it. You probably won't like everything about your job; nobody does, but you must look for certain things about your job that do interest you, then get excited over them. You will find that your total job will become more interesting. Happiness in your life will increase and other people will enjoy being with you more. Your employer will like having you work for him.

Willingness to Learn and Improve:

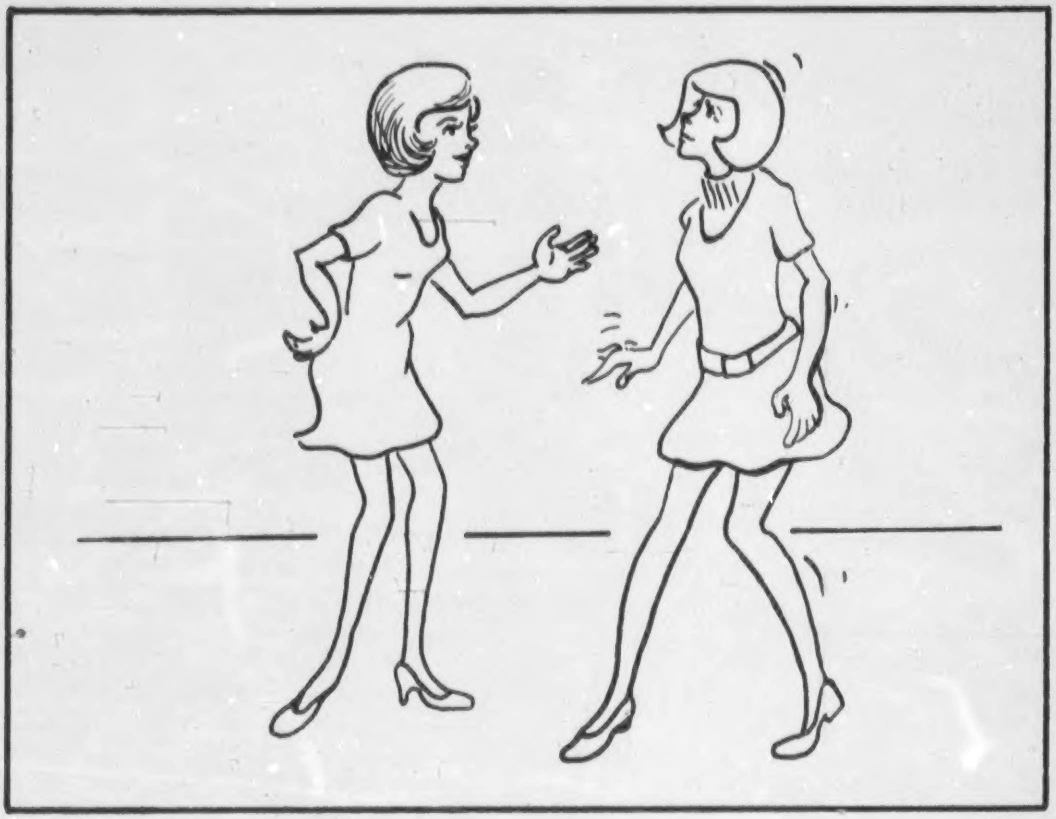
When you go on a job, you will already have some general skills. It is important, however, that you be willing to learn to do things the way the employer wants them done. You may think your way is better than his way, but remember he is the boss. It may not be easy for you to change and do it his way, but you must. If you learn this when you are young, your working years will be more pleasant. Try to show everyone that you are willing to learn everything you can about your job. This may mean a promotion or higher salary for you later.

Loyalty:

If you are working for a company and receiving a salary from that company, you certainly must be loyal to that company. When you are away from your job, try to tell others that the place you work is a good place. Try not to run down the place where you work. This is a good way to lose your job. Be loyal to your company. Support the things that your company does. Go to the socials and parties that your company has. Your boss will appreciate it.

Acceptance of criticism:

Some people work so hard at trying to do a job well that they often make mistakes and feel insulted if their boss offers any criticism. If you are like this, please remember that everyone makes mistakes. Accept criticism graciously. It is not pleasant for the boss to criticize; yet it is sometimes very necessary in order to get the job done properly. You must not only listen to him, but you must heed his suggestions to improve your work. Regardless of how you feel about criticism, you will be better off if you appear to take it good naturedly. There is no place on the job for a display of bad temper.



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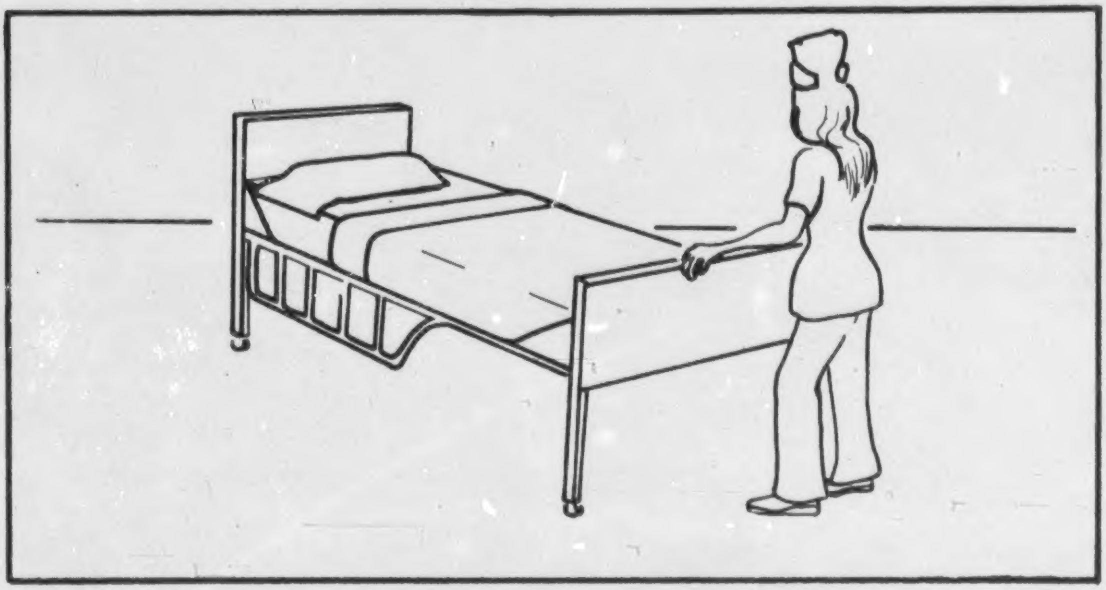
Willingness to Follow Directions:

When an employer gives you directions, follow them exactly. This story illustrates this principle.

Peggy is a nurse at a local hospital. Her employer gave her directions for making beds. Peggy liked to make beds the way her mother had taught her. Each day she made beds her way. Each day the supervisor had Peggy to remake the beds. After three days Peggy was warned that if she failed to follow directions again, she would have to let her go. After this, Peggy made beds the way she was told by the supervisor.

It is well for you to remember that when you are given directions, follow them exactly.



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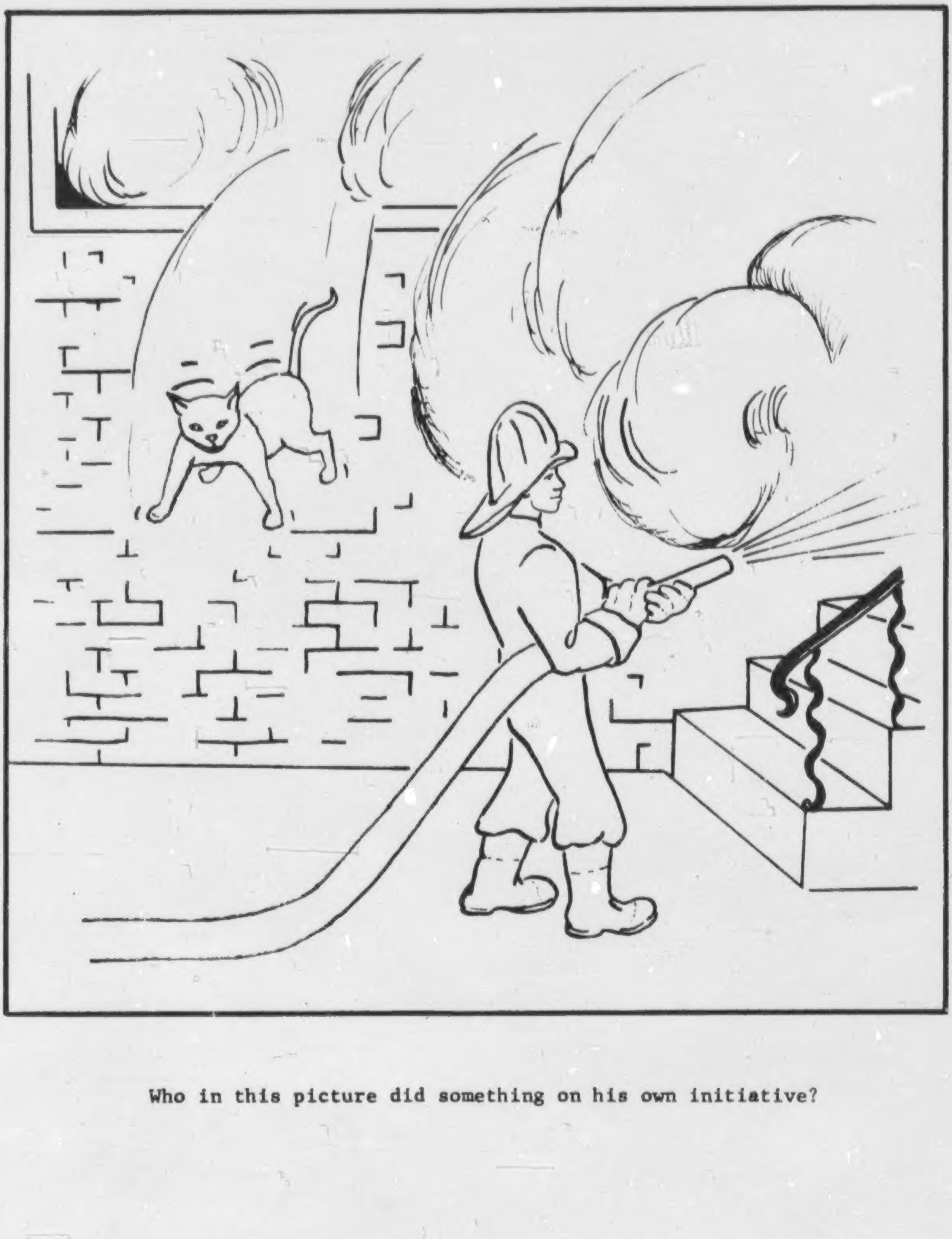
Initiative:

Initiative means doing a little more than you're required to do. For example:

A painter finishes painting the room 20 minutes before time to leave. He noticed the paint needed to be put in its proper place. Brushes needed to be cleaned and put away. Also furniture could be put in proper place. He did these things. The employer complimented him for doing these things. The next day he was promoted to supervisor of the other painters.

This worker's initiative got him a promotion.



Who in this picture did something on his own initiative?

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Activity 3.

Go to your teacher and ask for the tapes made by three employers which list the qualities each expects to find in his workers. Write these titles on your paper:

Employer I Employer II Employer III

Listen to the tape of each employer. List under each employer's title the qualities that he desires in his workers.

Activity 4.

Compare the list which you made from the tape with the list found in your packet. Are there any qualities of a worker that the employers failed to discuss? If so, list them.

Activity 5.

Look at the picture on page 148, and write what you think is happening in the picture.

Activity 6.

List on your paper the qualities that you would want to see your workers have if you were an employer.

Evaluation

Answer the questions on your own paper.

1. Write the meaning of honesty on the job.

2. Describe a worker who possesses both initiative and enthusiasm.

3. Name ways of stealing from your employer without taking property.

4. Write about a situation where you could lose your job by not following directions.

5. How could willingness to improve pay off?

EMPLOYEE — EMPLOYER

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LEARNING
PACKET/12

Performance Objective:

The student will

List ten things an employee may expect from an employer.

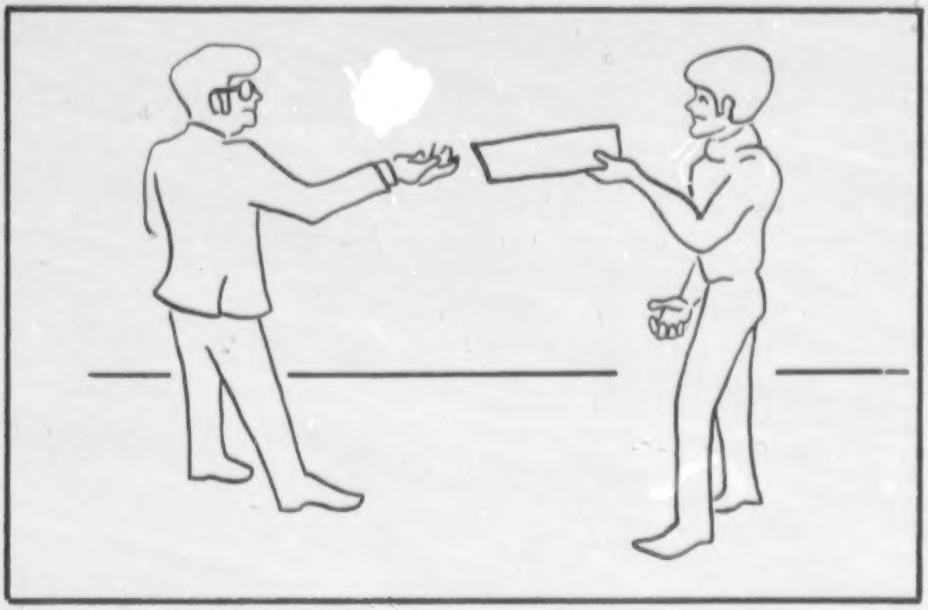
Vocabulary	Pronunciation	Definition
adequate	(AD-a-kwat)	Enough to meet some need
introduction	(in-tro-DUCK-shun)	Part that explains what will be found in the main part; guide
discipline	(DIS-a-plun)	Correction for the purpose of improvement
salary	(SAL-a-ry)	Money paid for work done
penalize	(PE-nal-iz)	To punish or handicap for breaking a rule
conversation	(kon-ver-SA-shun)	Talk
resent	(re-ZENT)	Express ill will

Introduction

You have already learned about what the employer expects from the employee, however you need to know what the worker may expect from the boss. As a worker, you may expect the following things from your employer:

1. Adequate pay
2. Payment of salary on time
3. Opportunity for training
4. Safe working conditions

5. Job descriptions
6. Introduction to co-workers
7. Evaluation of your work
8. Explanation of company policy, rules, and regulations
9. Disciplinary actions if you break rules
10. Honest relationship with your boss



Adequate Payment:

"An Honest Day's Work for an Honest Day's Pay"

The employer will pay you for the work you do. The amount you earn may not be what you expect or what you think your work is worth. He may wish to pay you more, but he could be limited by state and federal regulations and lack of funds. This is important for you to remember.

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Prompt Payment:

When you go to work your employer may tell you many things about your work including when you are to be paid. You have a right to expect your employer to pay you on time.

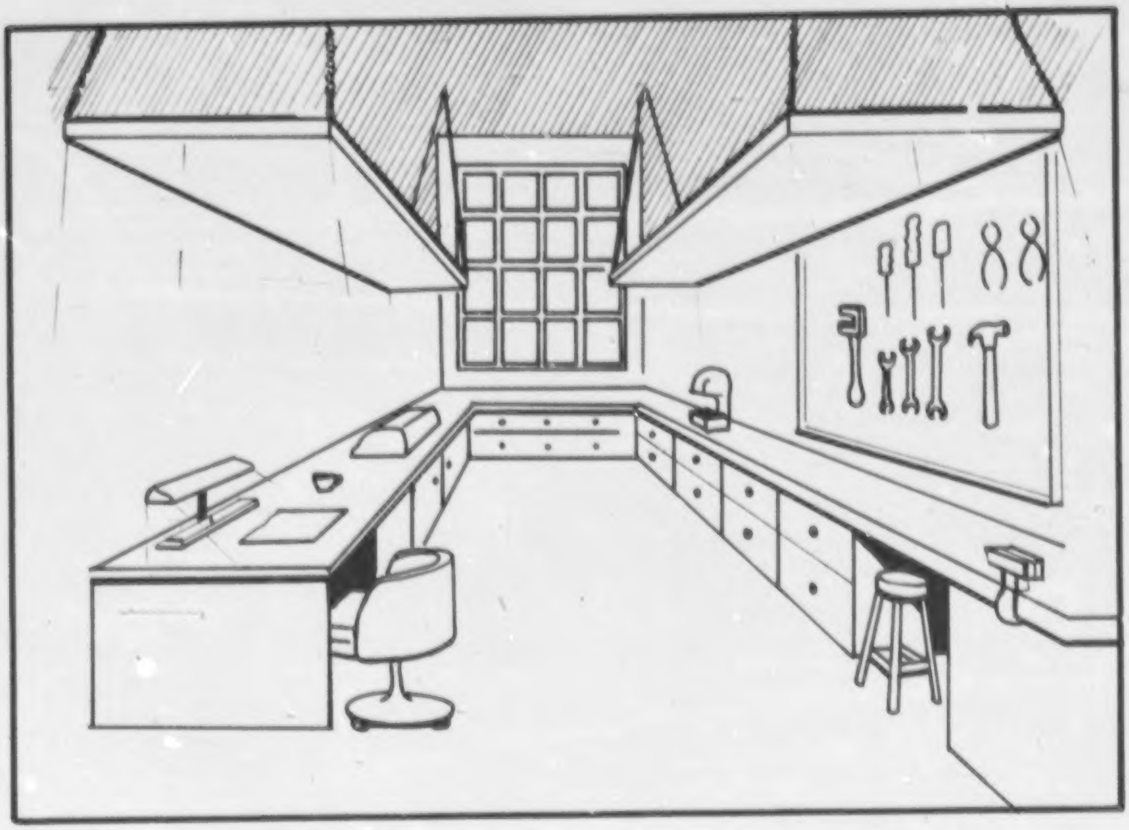
Opportunity for Training:

Your employer may provide training in order for you to do your job. This type of training may differ from job to job. One employer may work with you during the training period, while another employer may ask another worker to train you.

Your employer may ask you to go away to a training school to learn how to do a better job. He may pay you while you learn. You should consider this type of training carefully. Your employer must consider you a good worker if he wants you to have a better job.

Job Descriptions:

When you accept a job, you may expect your employer to tell you exactly what your job duties will be. He may tell you or he may give you a paper that tells you what your job duties are. He may have another worker describe your duties to you.



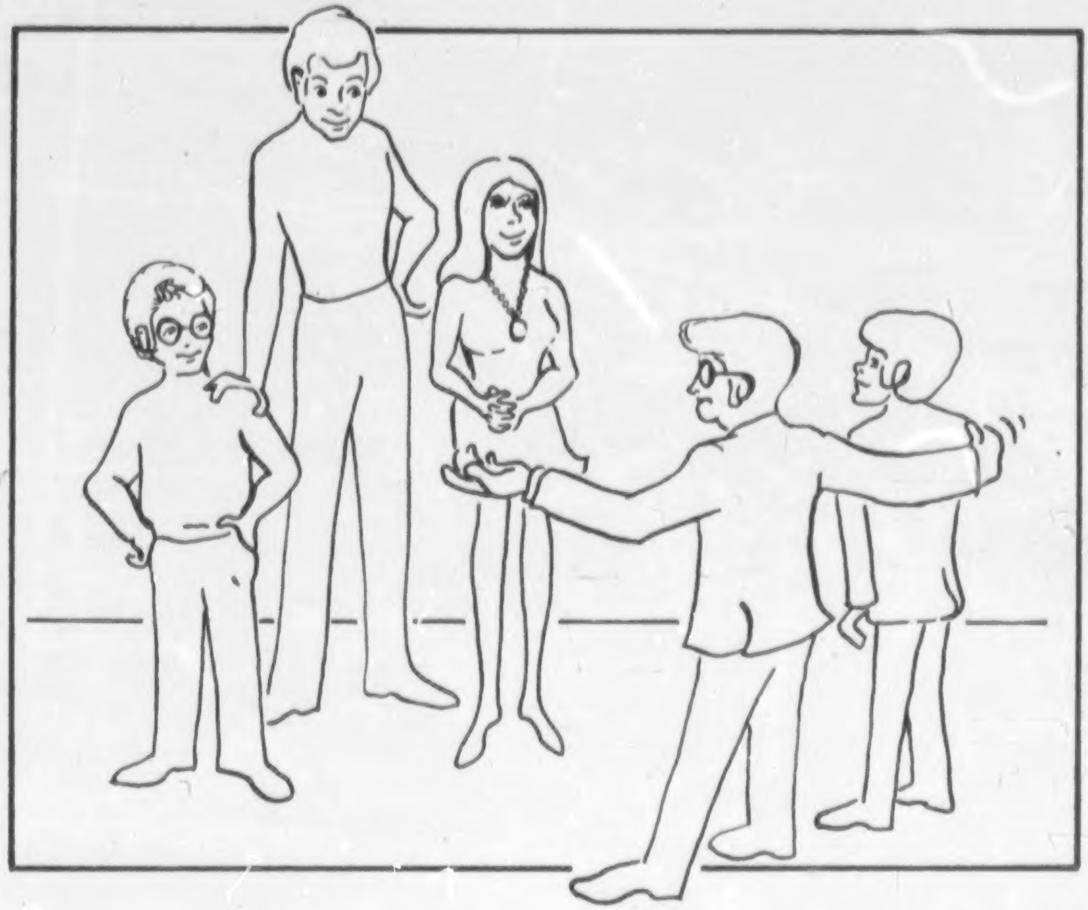
Safe Working Conditions:

You may expect to find on the job:

1. Adequate lighting
2. Breaks during the work day
3. Safe tools
4. Safe buildings and equipment

Introduction to Co-Workers

Your employer should introduce you to the workers with whom you will be working. This is a courtesy that you can expect from every employer.



Evaluation of Your Work

Your employer should know what you are doing and should find out how well you work. He should let you know what is both bad and good about your work performance. This gives you the advantage of knowing what is wrong with what you are doing and the opportunity to improve your work.

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Disciplinary Actions If You Break Rules:

If you do not follow regulations and break the rules, or if you do not perform the job duties as described when you were hired, you may expect to have this pointed out to you, and you may be penalized. For example: Your salary may be cut if you do not come on time. If you are guilty, you should not resent being disciplined.

Honest Relationships:

If you have a problem on the job and discuss it with your employer, you can expect an honest evaluation of this problem from him. Just as your employer expects you to be honest with him, you have a right to expect honesty from him.

Activity 1.

Make a tape. Pretend that one of you is the worker who is being evaluated by the boss, and tape your conversation.

Activity 2.

The teacher and class will listen to the tape and evaluate it to see how fair the employer was in his evaluation of the worker.

Activity 3.

Write a list of all the things that you as a worker can expect from an employer. There are ten in this packet.

Activity 4.

If you were starting a job today, what things listed above could you expect your employer to do during your first few days? List them on your own paper.

Evaluation

Write the answers on your own paper.

1. Give two things that may keep the employer from giving you adequate pay.

   a. ______________________________

   b. ______________________________

2. Number your paper from 1 to 5 and write true if the statement is true, and false if the statement is false.

   1. You have the right to expect your boss to pay you on time.
   2. If you work all day, you can expect a break sometime during the work day.
   3. Your fellow worker should tell you what your duties are.
   4. You have a right to expect your employer to tell you the company rules and regulations.
   5. If you break the rules, you should expect to be told about it.

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